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ABSTRACT

Between August 1973 and September 1976, a study was conducted of the process of assessing faculty in Oregon's colleges and universities. The two major objectives were to describe and analyze the factors influencing tenure and promotion decisions, and to develop incentive models to positively influence the quality of instruction. A faculty perception questionnaire and administrator survey were used to accomplish the first objective, and the questionnaire and results are presented. The present findings point to significant gaps between institutional policy statements regarding promotion/tenure criteria and the data collected to verify the attainment. In the short span of the study, some noteworthy efforts to improve faculty performance review procedures have been seen in the Oregon system. Almost without exception, the impetus for these efforts came from highly placed administrators. Incentive models might be developed with a methodology similar to that used in this study: first, to review and thoroughly analyze the institution's policy and guideline statements on salary, tenure, and promotion decisions; second, to focus on faculty perceptions of what influences salary, tenure, and promotion decisions; and third, to simplify and improve evaluation procedures and provide more realistic incentives to faculty members. What this thorough review of the promotion process could accomplish, in part, is a visibility for the instructional function that has not been present on the campuses. With the high performance potential on campuses and potential for excellent leadership, continued improvement is possible. (Author/MSE)

ASSESSING FACULTY PERFORMANCE:
FINAL PROJECT REPORT

November 1976

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Acknowledgments

This study represents the considerable work and extensive cooperation of a number of people between August 1973 and September 1976. The Fund for the Improvement of Postsecondary Education provided the necessary financial support, and then followed this with optimal conditions for carrying out such a complex study. Our project officer, David O. Justice, has provided continued encouragement and technical assistance. Our project consultants during years one and two provided invaluable technical assistance, and if we have gone astray, we have only ourselves to blame. They were: David Berger, Jerry Gaff, Mildred Henry, Charles Neidt, and Richard West.

There is no adequate way to express out sincere appreciation for the cooperation we got from campus administrators. They gave willingly of their valuable time to be interviewed, to react to our Campus Analyses, and to participate in subsequent meetings. We only hope our interpretations have been fair and our recommendations constructive.

Finally, our thanks to Susan Scott and Janet Rees for their tireless attention to details in our data processing, and to Penny Lane and Delia Danielson who willingly typed our drafts of re-drafts without a single complaint.

G.T.

C.S.

J.B.

TABLE OF CONTENTS

TABLES

TABLES, CONTINUED

FIGURES

INTRODUCTION

More than anything else, a college or university needs visible ways of saying forcefully to its faculty, "Yes, we want good teachers, we sincerely respect good teaching, and we have specific ways to recognize and reward it." This paraphrase of Kenneth Eble (1972) comes closest to saying in a few words what this study was about. Gorovitz (1972) has also stated the issue particularly well.

> This is the crux of many a matter--the problem of quality control. It is often argued that the only security for high quality in the university is high quality in its faculty. This point, commonly cited in defense of the "star system", is well taken. It falls short of the mark, however, in that the quality of professional ability alone does not ensure activity of high quality in pursuit of institutional objectives. Thus the system of incentives within the university again becomes crucial.
>
> How can an administration, having articulated a vision worth pursuing, and blessed with a faculty of high quality, catalyze constructive change by modifying the system of incentives--the reward structure? The question almost becomes a dilemma when one recalls that the reward structure although often lamented by the faculty, is tenaciously perpetuated by them as they play out over and over again the set piece of passing judgment on their colleagues (pp. 588-589).

If one were unwilling to take on faith that college teaching is of high quality, on what basis could one determine it? Such a question was posed early in 1972 within the Oregon State System of Higher Education by the authors. The research procedure was relatively straightforward: find out what policies and procedures are currently used to ascertain the quality of instruction. If satisfied that quality could be ascertained, then one could proceed to evaluate the levels and make value judgments (good, uncertain, bad). Those value judgments of "uncertain or bad" could in turn lead to corrective action, and thus ensure an improved learning environment for students.

A research plan was devised which called for interviews with high level administrators (provosts, deans, department heads) on six OSSHE campuses[1], and an analysis of related campus documents. Fifty-two administrators (over 90% of those selected) were formally interviewed, and policy and guideline documents were collected from each campus. Three tentative conclusions were reached, all of which supported the findings from the comprehensive studies of Eble (1970, 1972) and Miller (1972). First, there was no evidence of campus-wide systematic evaluations of faculty instruction found anywhere. The evidence used on each campus was derived primarily from secondary sources using unsystematic procedures. Second, there was no way to determine how much influence these informal evaluations of teaching had on promotion, salary, or tenure decisions. Thus, claims that teaching carried "more weight" or was "the most important factor" in such decisions could not be ascertained from available data. Third, there were great inconsistencies within and between the campuses in the clarity of the criteria used to assess faculty teaching, which made formal quality judgments nearly impossible.

The findings from this study were discussed on each of the six campuses, and these discussions generated three groups of critics. "Group X" tended to be incredulous that anyone would propose the systematic assessment of college instruction. They argued that the very spirit and essence of higher education would be injured, if not destroyed, by any such efforts. The professor/student and teaching/learning relationships have an intangible chemistry that defies scientific analysis, they asserted. It was the researchers' impression that this group was in the minority amongst faculty. It was clearly in the minority amongst the campus administrators interviewed.

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[1] The Oregon State System consists of three universities, three colleges, one institute of technology, and one health sciences center (dentistry, nursing, and medicine).

"Group Y" could be described as those faculty who endorsed the idea of formal assessment, but felt the state of the art impedes implementation. Their arguments were not addressed as to whether one should evaluate a professor's instructional quality, but how. Questions about the reliability and validity of measures were foremost with them, and their general position was that we need much more research on appropriate measures before considering them in a systematic decision process. It was the researchers' impression that this group was sizeable amongst faculty, probably in the majority. They have said, "We agree with your basic argument (quality should be systematically assessed), now show us how to do it."

Finally, "Group Z" also appeared to occupy a minority status amongst faculty. They argued that the objective assessment of instruction was absolutely necessary, and only faculty inertia prevented it. The technology, instrumentation, and measurement issues have been solved well enough, and they urged immediate action to implement a more formal faculty evaluation process.

Our own position was a mixture of positions Y and Z: the technology and measurement issues have received enough study to warrant the development of tentative models and test situations for eventual implementation. The state of the art was not sufficient, however, to propose "the way" to measure faculty performance, in general, or the quality of instruction, in particular. Rather, careful study should be given to the present processes of performance assessment, and to the institutional incentive systems and their implications for present and future applications, if any kind of orderly change, such as suggested by Gross, et al. (1971), is to take place in higher education.

The above findings led to a research proposal being submitted to the Fund for the Improvement of Postsecondary Education (HEW) for financial help to carefully study the process of assessing faculty, and a three-year grant resulted.

The present report[2] details the findings from the three years of research (September 1973 to September 1976).

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[2] The Fund for the Improvement of Postsecondary Education is within the Office of the Secretary, Health Education and Welfare, Washington, D.C. Neither the FUND nor the Secretary necessarily agree with or endorse the present findings.

METHODOLOGY

The present approach to "better" instruction did not proceed from a predetermined solution, e.g., adding media to the classroom (or some other technological form of assistance), or using the PSI teaching method (or any other specific instructional method). Rather, the approach proceeded from an analysis of decision making, i.e., how is good or bad instruction recognized, and having done so how is it rewarded or punished? Thus the study method adopted was one of operations research, where the scientific method was used to analyze the decision structure of an ongoing system.

Because some inconsistencies had been noted in preliminary studies, the research staff were unwilling to accept unverified descriptions by campus administrators of the promotion process. Astin and Lee (1966) used this approach by mailing questionnaires to a national sample of college and university deans, asking them to indicate the frequency of use of various sources of information when they evaluated teaching effectiveness, and during the course of the present study Seldin (1975) partially repeated the Astin-Lee study on a sample of deans in private liberal arts colleges. While many of the present findings correspond closely to those in both studies, there are also some very important discrepencies which would not have been possible to detect using the previous methodology.

Project Objectives

There were two major objectives: (1) to describe and analyze the factors influencing tenure and promotion decisions; and (2) to develop incentive models capable of positively influencing the quality of instruction. The Results section will be devoted mainly to objective one, while the Overview and Implications section covers objective two.

An early comment needs to be made about objective one being phrased broadly enough to cover all normal faculty functions. It was clear from our first

System study that the separation of the instruction function from those of research and service was artificial and potentially misleading. Faculty evaluations invariably cover all the functions, though each function might be discussed and weighed individually by a review committee or an administrator. Hence although the research interests were primarily directed toward the teaching function, data were collected on whatever evidence was normally introduced in tenure or promotion procedures.

Data sources. A number of data sources were used to address the first objective. Administrators (presidents and deans) on each campus were a primary source. They supplied their policy statements, guidelines, and forms used in the assessment of faculty. These data allowed us to describe the context and processes relevant for the decision making we wanted to analyze. In addition, the administrators responded, in individual interviews, to a set of questions about their perceptions of the process; e.g., What evidence counts the most for each faculty function?; What gaps exist in the evidence provided?; How might the process be improved? (see Appendix A for the interview questions). Where campus-wide personnel committees existed, project staff interviewed each of the members, using slightly rephrased questions.

The second major source of data came from several System-wide surveys of OSSHE faculty members. These surveys were accomplished by using stratified random samples of faculty: (a) by departments (selected by department for adequate discipline and institution representation); (b) by campuses (selected by individuals for adequate system-wide representation); and (c) by professional schools (selected by schools for adequate rank representation). In addition, all department chairpersons in the system were invited to respond unless they had already done so through random selection. In order for a faculty member to have been included in one of these sample groups, he or she must have been at least at the rank of assistant professor with a minimum .50

FTE appointment in an instructional area. Details of the sampling methodology are in Appendix B.

Data collection procedures. A survey form[3], called the Faculty Perception Questionnaire (FPQ), was developed to obtain information from faculty regarding their perceptions of the factors likely to be influential in deciding promotion-tenure cases on each campus (Appendix C has the FPQ and its instructions). Thirty-four factors were each to be judged as to their use or non-use. Those marked "used" were then rated from one ("used, but very minor influence") to seven ("very significant influence"). Faculty could also indicate (a) whether a factor had increased or decreased in influence since 1973[4] and (b) the five factors each would "prefer" to be most influential.

Table 1 shows the distribution of 1976 FPQ respondents, from which all subsequent analyses have been drawn. These were faculty who had responded in either 1974 or 1975 to earlier versions of the form[5]. The return rate ranged from 71% to 95% across the six campuses, with an average rate of 77%.

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[3] The FPQ is the final modification of two previous versions, which were returned by over 1,200 OSSHE faculty in surveys during 1974 and 1975. However, the present findings will be based only on FPQ respondents, because we consider that version to be the superior of the three.

[4] The project began in September, 1973 and was funded for a three-year period, so 1973 was the referent for any observed changes.

[5] It should also be noted that comparable data collection took place at Oregon Institute of Technology and the UO Health Sciences Center, but the data have been omitted from this report because of the highly specialized natures of the two schools.

Table 1

1976 FPQ Respondents by Academic Rank and Type of Institution

	College	Univ.	OSSHE
Assistant Professors	38	62	100
Associate Professors	44	88	132
Professors	44	141	185
Faculty Administrators	20	48	68
Total	146	339	485

Project Impacts

In addition to the two major project objectives, there were also operational changes desired as a result of the project. Five of these were enumerated, shortly after the project's inception, as likely areas for positive impact on:

I. The amount and kinds of data collected to assess the quality of faculty performance, especially as they relate to the teaching function.

II. The amount of specification and utilization of procedures for assessing faculty performance to make tenure and promotion decisions.

III. The types of differential weightings given to faculty functions in assessing individual performance.

IV. The amount, types and utilization of professional development activities, especially as these relate to the teaching function.

V. The perceptions of students, faculty, and administrators regarding the calibre of the educational experience provided.

Methods of influence. A plan was developed, in collaboration with outside consultants, to try to promote changes wherever the project's findings suggested the need for them. The major source of influence was expected to be from the campus reports, which would analyze the present (1973) procedures for gathering

evidence on promotion/tenure decisions and make recommendations for improvement. Insofar as subsequent project efforts, these would focus on the upper administrative levels, to assure continued attention to the report and to offer technical assistance where needed. It should be impressed upon the reader that the intent was primarily to assure genuine attention to, and consideration of, the report and not necessarily the adoption of the recommendations, per se.

The dissemination strategy was the same on each campus. First, each campus president and academic dean was sent their campus-specific analysis, in draft form, and then asked for a critique session with project staff. After incorporating any changes due to errors of interpretation, copies of the report were then sent to other top level administrators (usually deans). The third step consisted of a number of group discussions of the report and its implications for faculty evaluation procedures and policy. The fourth step was to distribute the report, or in some cases an abbreviated version, to faculty for their consideration.

This intervention strategy was based on the assumption that the faculty are neither sufficiently motivated, nor in a powerful enough position, to affect changes in policy and procedures. Rather, the administrators must exhibit genuine concern(i.e., verbal commitment plus action) about the quality of faculty performance before changes can be effected. Thus, if the decision makers and the most influential review groups could be made sufficiently uncomfortable with existing promotion policy and procedures, then change would be likely to occur. Project years one and two were to be largely devoted to the above strategy.

Data collection procedures. Three sources of data were used. First, the faculty who responded to the first questionnaire survey were asked to respond again in 1976, for a b fore-after comparison of perceptions. Second, administrators on each campus were interviewed regarding specific changes they had perceived in the three year period. Third, project staff accumulated anecdotes and

serendipitous data on any changes which could be reasonably attributed to project activities.

RESULTS

A general overview of this Results section should be helpful to the reader in anticipating what is included. We shall first describe the FPQ findings using the traditional categories of faculty performance, viz., instruction, research, and service. The next analysis will describe the "most influential" types of evidence, regardless of the functional category, and will introduce "certainty scores" as a further way to refine the data. Factors found to exert the "least influence" are analyzed next, followed by the data on "preferred' factors. Finally, the presently influential and preferred factors are contrasted to present a synthesis of the FPQ data.

Findings from individual interviews follow the FPQ analyses. The set completed at the beginning of the project are presented first, to augment the preceeding FPQ analyses. Interviews conducted in the final year, along with some survey data, are used to analyze major impacts which could be attributed to the project.

The findings are always separated for colleges and universities. In addition four major academic disciplinary categories are frequently utilized to reflect similarities and differences within the two types of campuses. These disciplines are Arts/Humanities, Physical/Natural Sciences, Social Sciences, and Professional.

A couple of specific comments on the data presentations and analyses may also be helpful to the reader. The tables and figures have all been placed at the end of each subsection, to enhance continuity in the narrative. Nevertheless, some switching back and forth between tables and narrative will be necessary.

The reader may be curious as to why data is presented neither by academic rank nor by decisions on promotion to full professor. In the reports given to each campus[6], findings were displayed by academic rank, giving the average values

[6] Customized reports were developed for each OSSHE campus during the course of the project. Each contained analyses based upon data collected at that setting, along with a unique set of recommendations.

for each rank by each factor. This procedure has been omitted from the present report, because consistent and sizeable differences were rarely shown by rank. Associate and full professors tended to be very similar in their perceptions and preferences. Assistant professors were frequently in disagreement with them, but the differences were not large enough to be important at either campus or discipline levels. (The differences were, however, sometimes important at a department level.) Readers interested in data by academic rank may consult Appendix E.

Insofar as data on factors influencing the associate to full professor decision, we found few noteworthy changes in the factors used, or the influence attributed to them in the two decisions during our first faculty survey. Some might go up one scale point, others down one, but most stayed the same, suggesting that the results of the assistant to associate decision would be sufficiently representative. This reasoning was also bolstered by our administrator interviews, which consistently pointed to the great importance of the first decision, since tenure is commonly linked to it. This decision currently carries about a $750,000 salary and fringe benefit commitment for the institutions, if the individual teaches at least twenty years. We should, then, have an accurate description of what the institution and the faculty perceived as important for advancement if we know what it has taken to become an associate professor.

Rational Grouping of FPQ Factors

The FPQ factors were rationally grouped into five categories. Three encompass the major faculty functions of instruction, research/scholarly development, and service. A fourth or "general" grouping includes six factors which could not be placed in the above categories, e.g., "support of departmental policy and goals." The fifth group is a final exception to the first four, and includes three major sources of judgments: "evaluation by department chairman", "evaluation by school/department committee", and "formal and systematic appraisal

of the candidate by peers outside of institution." These "composite" factors reflect judgments based upon idiosyncratic use of particular criteria.

The rational groupings are shown in Figures 1 through 5. The three university and three college campuses differ very little in the importance (average FPQ scale values) attributed to teaching factors (Figure 1). Evidence from student rating scales was perceived as carrying the most influence and the assessment of course syllabi the least. The colleges usually gave more weight to these than the universities, although this can be somewhat misleading because the average scale values are commonly in the "minor influence" range.

Striking differences appear on the research (scholarly development) factors (Figure 2). In all cases the universities attribute more influence to these factors, when reaching promotion/tenure decisions. The publication of material in formal outlets is by far the most influential factor (it was highest of all 34 FPQ factors).

The factors associated with community and institutional service were not perceived as very influential (Figure 3). Like the teaching factors, the colleges are more inclined to give them credence than the universities. Service on committees is the single factor most likely to be used in promotion/tenure decisions from this grouping.

The two special groupings of FPQ factors yielded some of the most influential kinds of promotion/tenure evidence. This was especially so with college faculty where "time in rank", "obtaining an advanced degree", and "personality traits and attitudes" were viewed by our respondents as considerably more influential than in the universities (Figure 4). It was also true that the judgments of department chairmen were an important influence, especially in the colleges (Figure 5). The off-campus appraisals appear to be used mainly on university campuses (though as we shall note later we view this as one of the most disingenuous kinds of evidence used).

What has the analysis of FPQ factors by traditional faculty functions told us thus far? First, the research/scholarly development function is interpreted very differently according to the type of campus. The universities seek evidence on publications to judge performance, whereas the colleges promote the attainment of doctoral degrees as appropriate evidence. Second, a large number of factors were suggested in the campus documents we collected as being influential, and our findings confirm this. Many sorts of evidence are collected, but what may not have been obvious before is how little influence most of these really exert on promotion/tenure decisions. Thus precision in understanding the latter may be obfuscated by numerous performance indicators which, in fact, exercise minor influence.

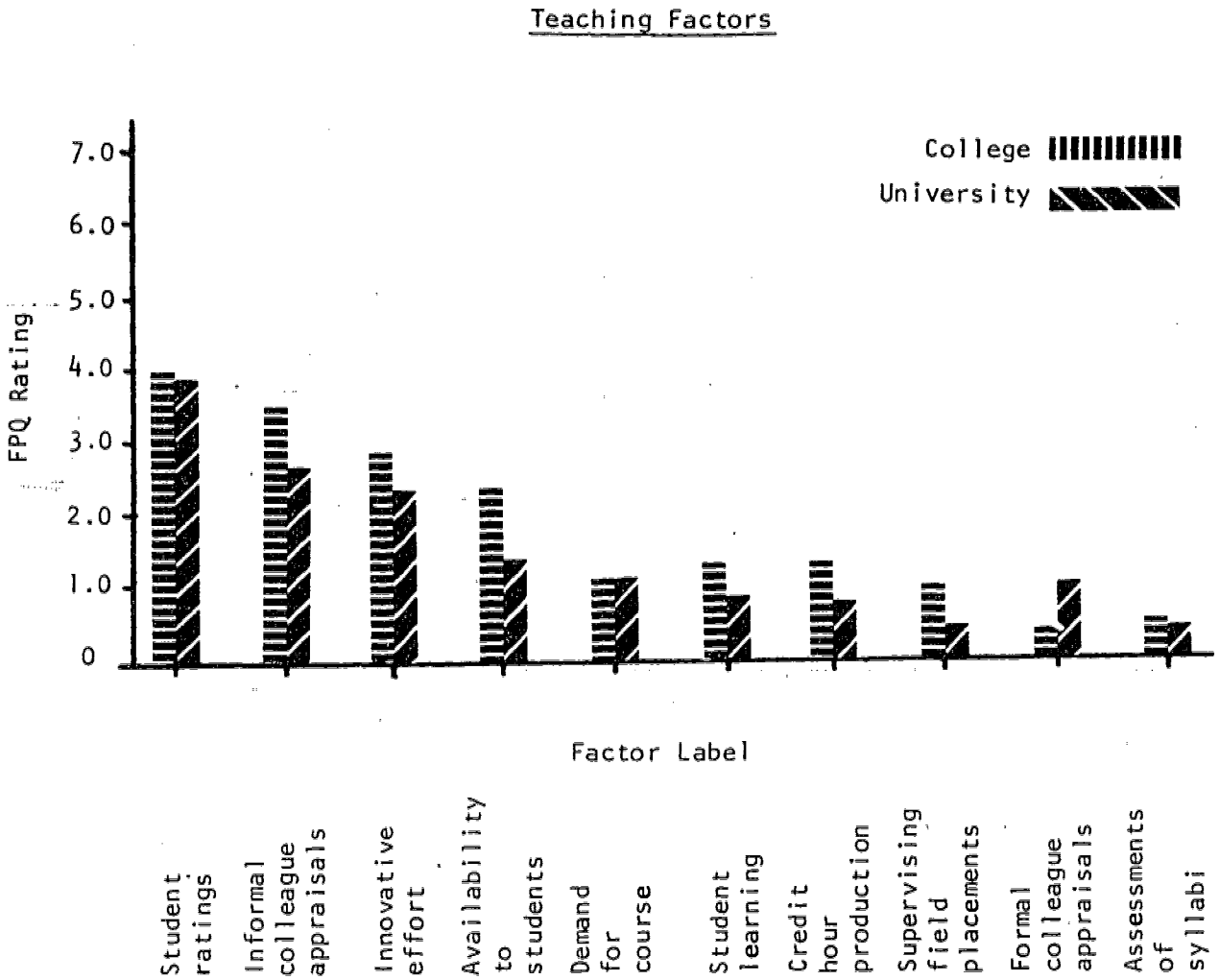

Figure 1. A comparison of mean FPQ values on teaching factors of college versus university faculty: All ranks and disciplines combined.

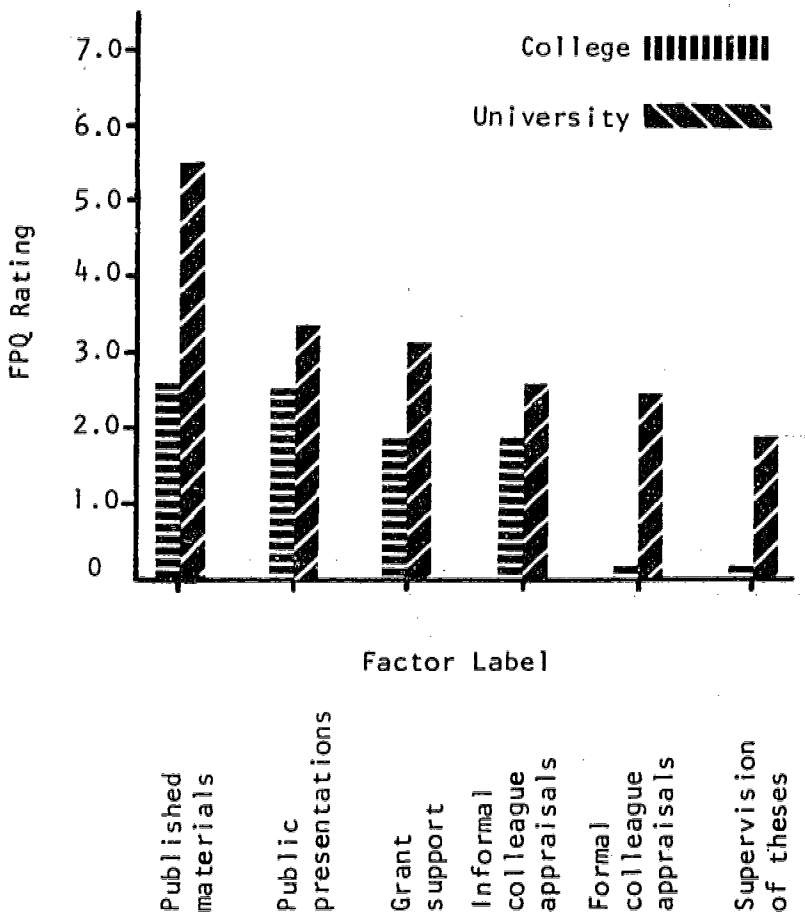

Figure 2. A comparison of mean FPQ values on research factors of college versus university faculty: All ranks and disciplines combined.

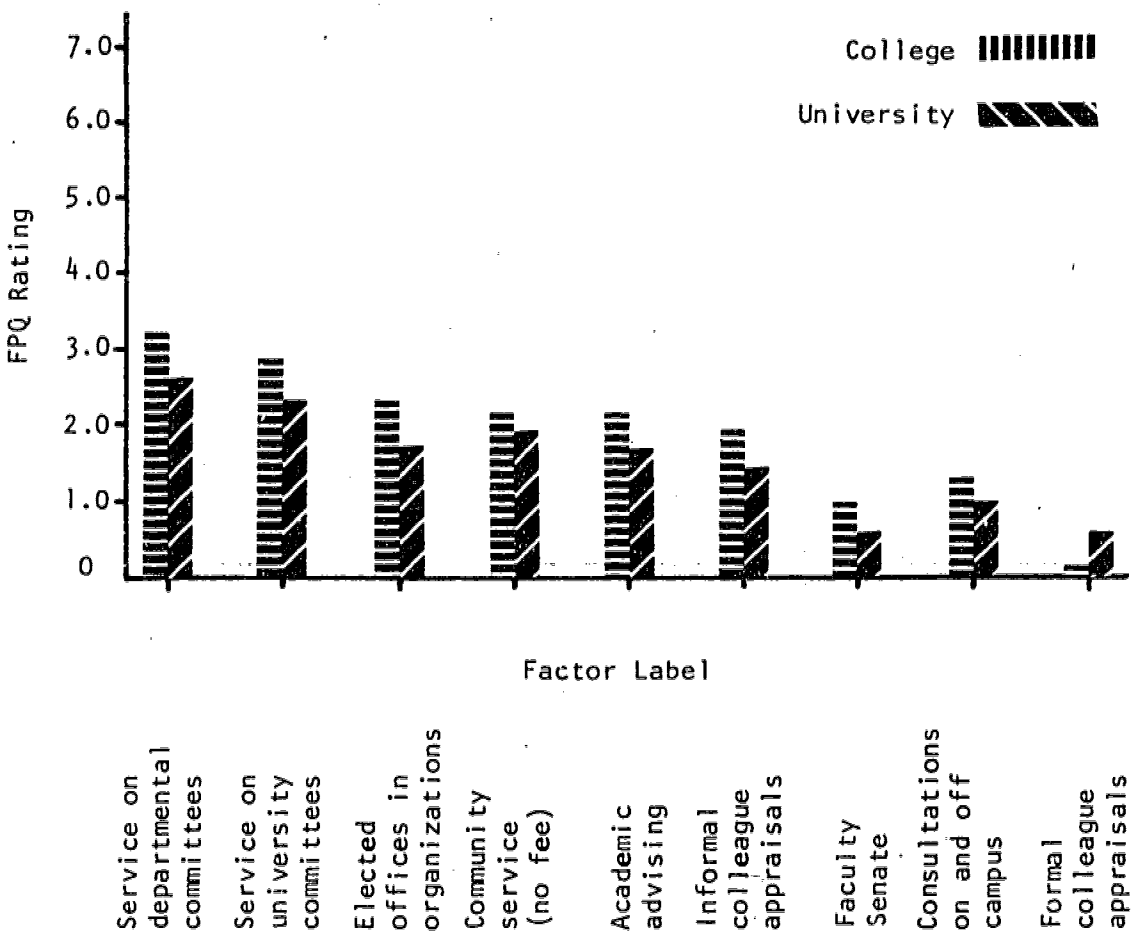

Figure 3 . A comparison of mean FPQ values on service factors of college versus university faculty: All ranks and disciplines combined.

General Factors

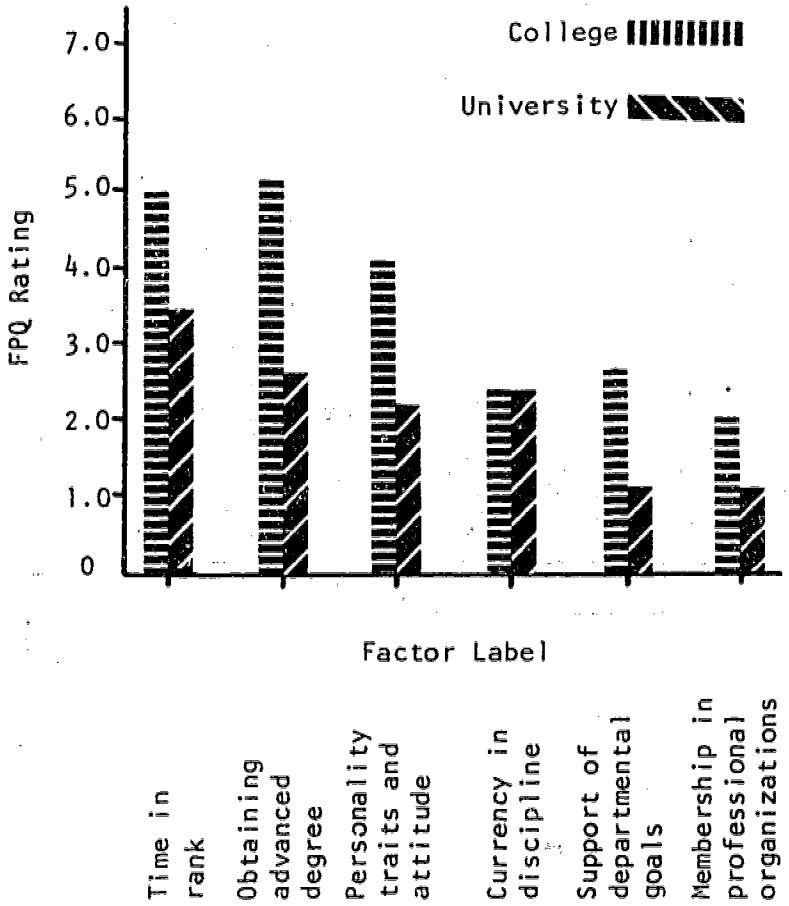

Figure 4. A comparison of mean FPQ values on general factors of college versus university faculty: All ranks and disciplines combined.

Composite Factors

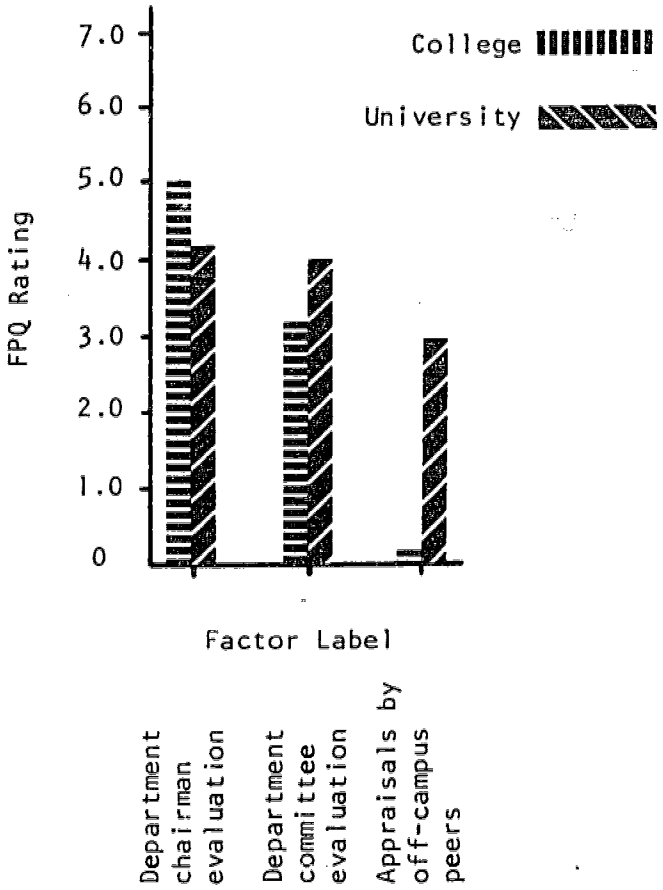

Figure 5. A comparison of mean FPQ values on composite factors of college versus university faculty: All ranks and disciplines combined.

Most Influential Factors

The analysis of FPQ factors by traditional performance functions was not entirely satisfactory as a way to understand what kinds of evidence are likely to have significant influences on promotion decisions. Another way to analyze the findings was to consider extremes of influence, independent of functions, and to group faculty by academic discipline. A rank-ordering of the 34 FPQ factors from the highest average influence to the lowest clearly established that only a small number of the factors were perceived as exerting moderate to significant influence. Table 2 displays the first five rankings for each discipline.

The university disciplines all viewed publications as the most influential piece of evidence in promotion/tenure decisions, whereas obtaining a doctorate was most influential for the four college disciplines. Student ratings were perceived as highly influential for all disciplines on both kinds of campuses, as was time in rank (one exception). The university Physical/Natural Science faculty were unique in perceiving the obtaining of grants as highly significant, whereas their college counterparts were unique insofar as the influence of innovative efforts in teaching. Another unique teaching factor was found within the university Social Science faculty, who saw the formal appraisal of teaching by colleagues as very influential. Many administrators had pointed out the importance of such evidence, but most had also said they were discouraged with what was presented in dossiers relevant to such performance.

These discrepancies, between what is perceived and what is actually used, led us to enquire beyond the average FPQ scale values. For example, we found that the variance associated with departmental average scale (FPQ) values was sometimes sizeable. It was not rare to find 20-30% of a department indicating a factor was not used, another 20-30% saying it was but carried little weight, and the remaining 40-60% saying the factor carried significant weight!

Certainty scores. A special procedure was developed to try to make such variability more understandable and potentially useful, and resulted in derived values we labeled "certainty scores." The rationale upon which this certainty score concept is based holds that we are dealing with a set of opinions held by faculty members--opinions as to whether or not certain indicators are employed in reaching decisions about their performance and, if used, the extent to which the indicator influences the decision. We are basically interested in proportions of respondents answering yes or no regarding each factor's use. As the proportions approach 50-50, the reliability of the response must be questioned, i.e., "Does a 50-50 split (1/2 say a factor is used and, therefore, rate it, while 1/2 say the factor is not used) represent: (a) a true reflection of the population opinion, or (b) ambiguity regarding the factor's influence?"

The certainty score analysis focuses on the proportion of respondents from a given group indicating the use of a particular indicator. If in a department all faculty members indicate a factor was used (or not used), there would be little reason to question the influence (or lack of influence) of the indicator. However, as the number indicating that a factor was used approaches the number indicating that it was not used, the actual influence of the indicator becomes less clear. The derived or "certainty score", was computed by the following formula:

$$CS = \left| \frac{K}{N} - .50 \right| \times 100$$

Where K = Number of respondents indicating an indicator was not used, and

N = Total number of persons in the unit

Consequently, department CS's range from 0 to 50. A low "certainty score" indicates that factor's use is clouded by uncertainty.

Uncertainty about the use of an indicator can derive from many sources. Lack of awareness of procedures or criteria by individual faculty members is

probably the primary and most obvious source. A second possible source may result from department-specific conditions, i.e., there may be specific departments in which clear communications about indicators have not occurred. A third source could reflect nebulous campus procedures, guidelines and policy statements. And finally, uncertainty could reflect some characteristic of the item itself.

The certainty score dimension seemed to add an important perspective to the data. The 34 FPQ factors were arrayed by CS and average FPQ values, to see if other meaningful clusters might emerge. Figures 6 and 7 show the consequence. Three groups of FPQ factors emerged for each type of campus. They were defined as follows: (a) definitely influential (high mean, high CS); (b) definitely uninfluential (low mean, high CS); and (c) ambiguous (moderate mean, low CS).

Returning now to the analysis of the "most influential" FPQ factors, we can add the dimension of certainty, i.e., which factors had high mean scores and a majority of faculty agreeing on their use? Figures 8 and 9 display these factors for colleges and universities. The groupings rely upon different CS cutting scores because of the unique ways the factors clustered on the two dimensions. These two figures probably give the single best display of which factors in this study were perceived as definitely influential.

Each type of campus recognized the same two kinds of influential evidence on teaching: student ratings and informal appraisals. Merged in this way neither perceived evidence on innovative teaching nor on formal appraisals of teaching, so these may be truly unique to particular disciplines. Two kinds of evidence were unique to the colleges: obtaining a doctorate and personality traits. Three kinds of evidence were unique to the universities: evaluation by school/department committees, public presentation of products, and service on institution/system committees.

Table 2

Five Most Influential FPQ Factors for College and University Faculty by Discipline *

Influential FPQ Factors	Rank Within Column							
	Arts/ Humanities		Physical Science		Social Science		Prof. Schools	
	Col.	Univ.	Col.	Univ.	Col.	Univ.	Col.	Univ.
Publications		1		1		1		1
Obtaining Advance Degree	1		1		3		1	4
Grant Support for Research				2				
Student Ratings	2	2	3	5.5	2	2	4	2
Time in Academic Rank	5	3.5	2	4	1	3	2	
Service on Departmental Committees	3							
Public Presentations of Products		3.5				4		3
Formal Peer Appraisals (from off campus)		5		3				
Personality Traits and Attitudes	4		5.5		5		3	
Informal Colleague Appraisals/Teaching			4	5.5	4		5	
Formal Colleague Appraisals/Teaching						5		
Service (no fee) to Community								5
Innovative Effort in Teaching			5.5					

* Two "composite" factors, evaluations by chairman and by department committee, were deleted in order to allow specific types of influential evidence to emerge.

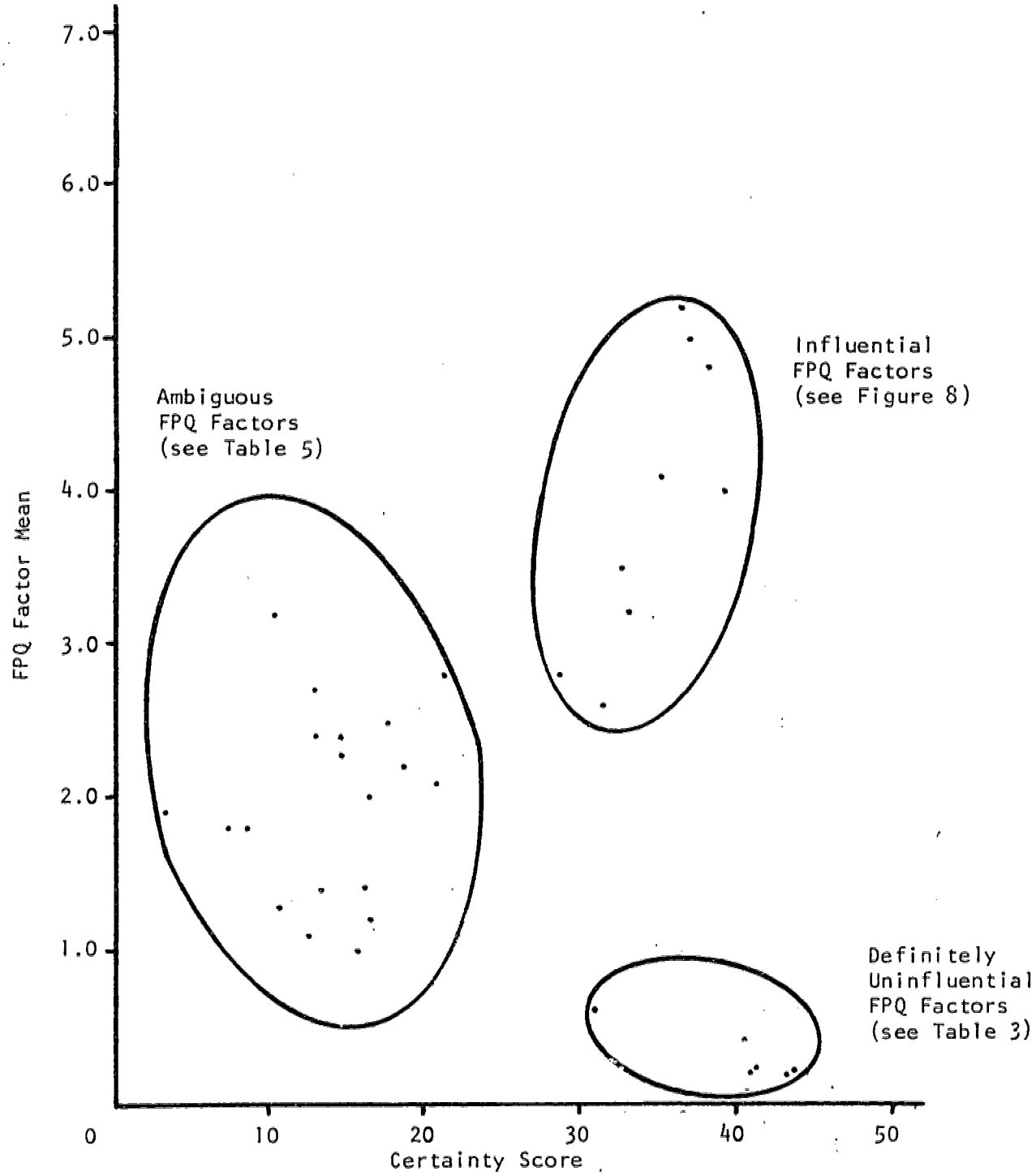

Figure 6. Plot of FPQ mean values by certainty score for all College faculty: All ranks and disciplines combined

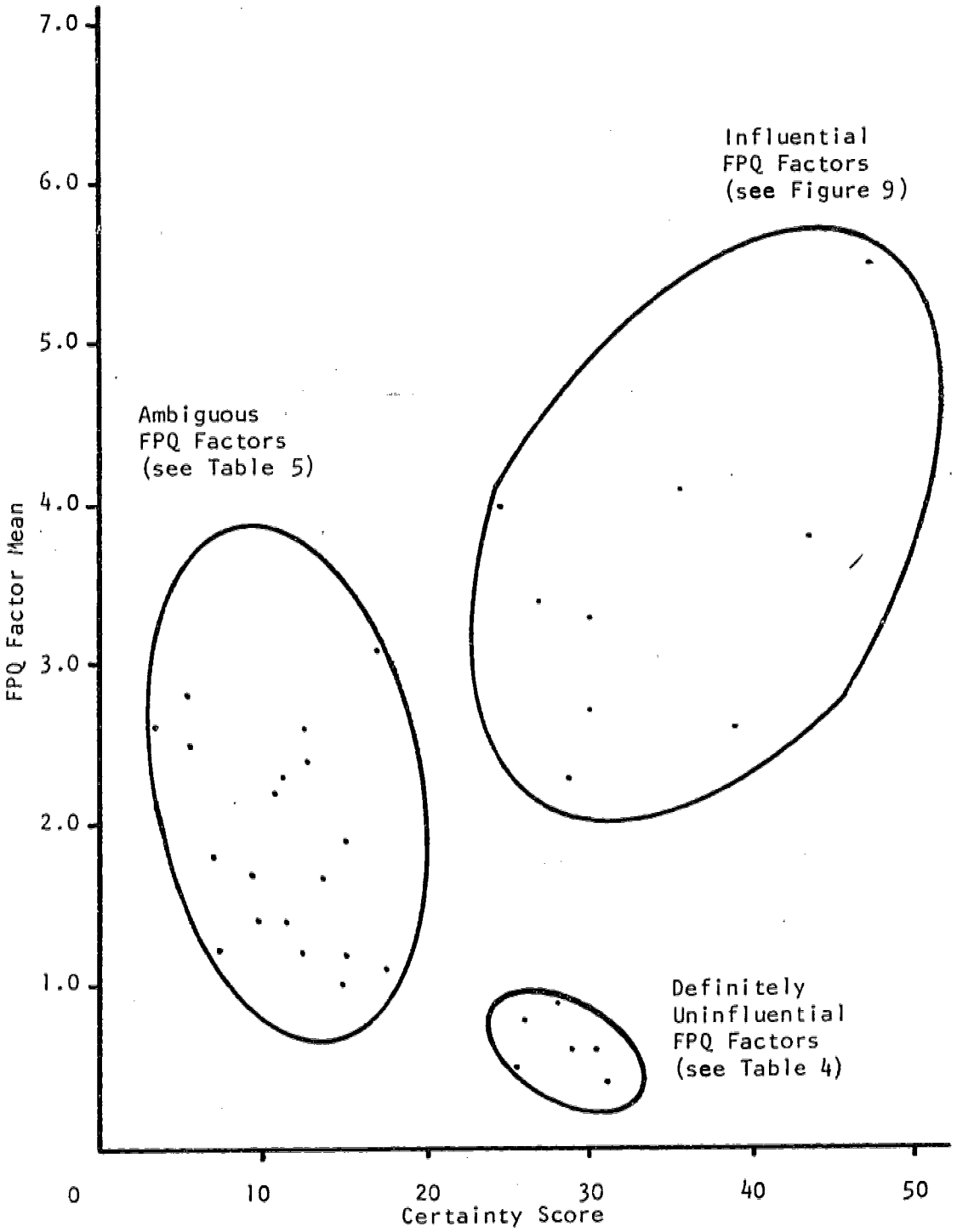

Figure 7 . Plot of FPQ mean values by certainty score for all University faculty: All ranks and disciplines combined

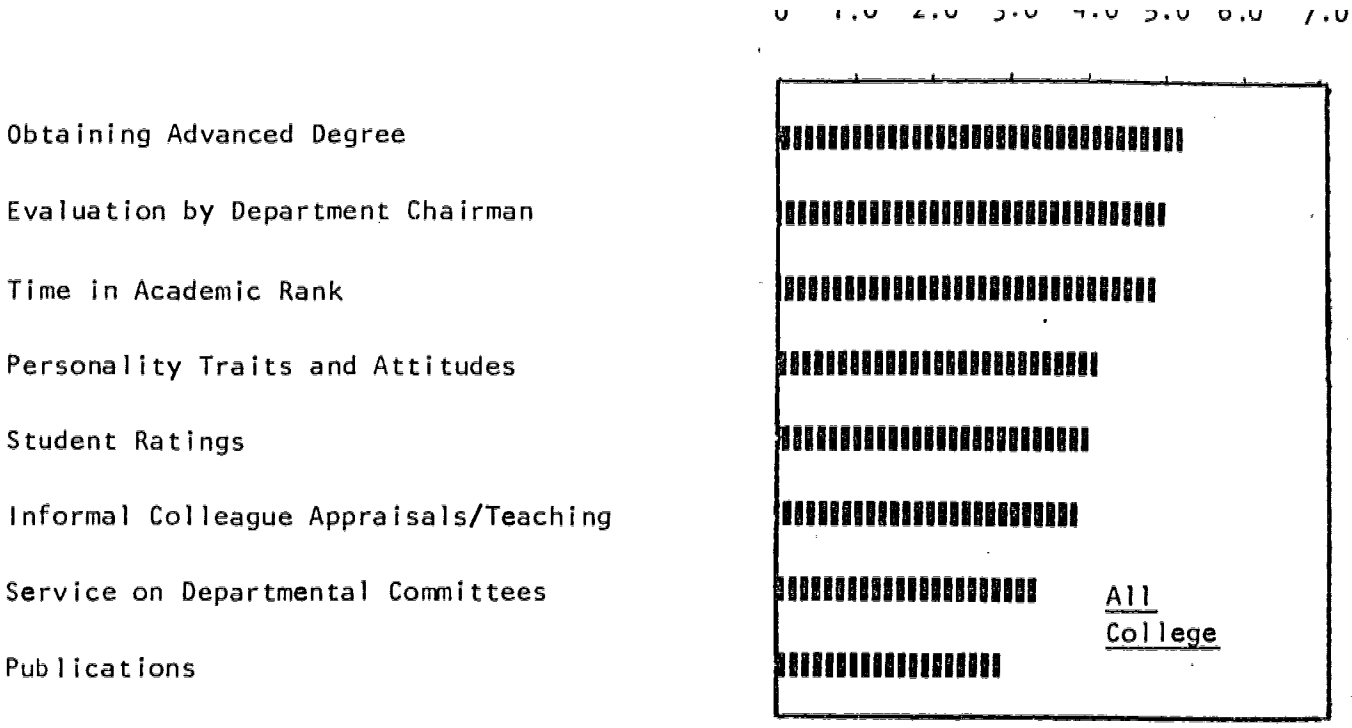

Figure 8. All College FPQ values with means ≥ 2.0 and certainty scores ≥ 30: All ranks and disciplines combined

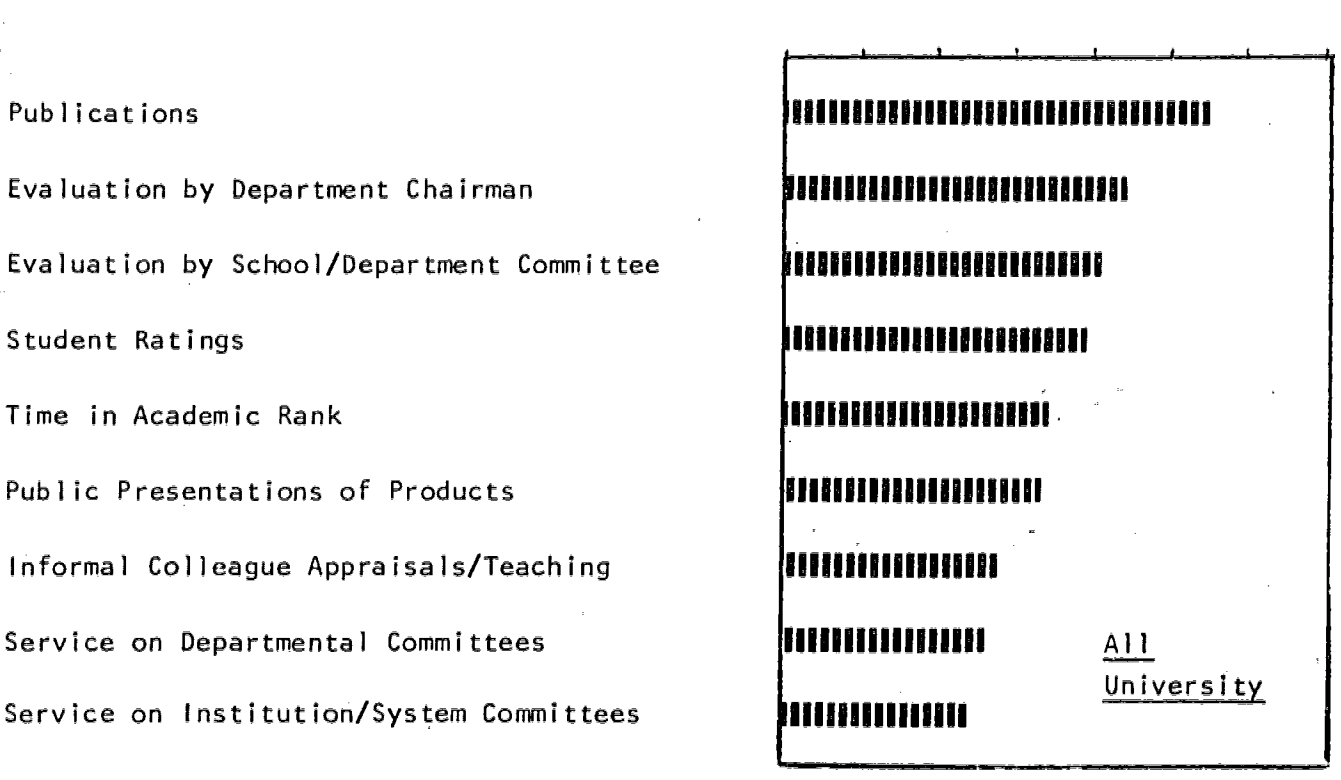

Figure 9. All University FPQ values with means ≥ 2.0 and certainty scores ≥ 25: All ranks and disciplines combined

Definitely Uninfluential Factors

The smallest clusters of factors displayed in Figures 6 and 7 were those to which faculty assigned low FPQ ratings and were in considerable agreement that the factors were not used (high CS values). The descriptors for these are in Tables 3 and 4.

We found that the college faculty saw the least influence being exerted by formal methods of appraisal, whatever the professorial function. They also agreed with university faculty about the non-use of evidence which could be obtained by evaluating course syllabi (e.g., is the content sufficiently thorough, up-to-date, accurate, consistent with program intent, etc?) and the classroom examinations used (e.g., are they fair, and consistent with lecture content, syllabus and program objectives, etc?).

The third cluster, labeled "ambiguous factors", probably includes factors which could be eventually labeled as definitely uninfluential, were efforts to be taken to define them more adequately for faculty. College and university faculty were found to share thirteen of the twenty-six ambiguous sources of evidence (Table 5). Insofar as academic disciplines, there were not great differences within or between college and university campuses. (Readers interested in such data should see Appendices F and G.) The most uncertainty was found in the Arts/Humanities and the least amongst faculty in the Physical/Natural Sciences, regardless of campus type.

Table 3

Definitely Uninfluential Promotion/Tenure Factors*
In College Settings for Teaching and
Administrative Faculty Combined

FPQ Factor Name	Mean Rating on 7-point Scale (N=138)
Supervision of Theses	.2
Formal Colleague Appraisals/Service	.2
Formal Colleague Appraisals/Teaching	.4
Formal Peer Appraisals (from off campus)	.3
Formal Colleague Appraisals/Research	.2
Colleague Assessments of Syllabi	.6

* For a factor to have been included in this table it must have been rated in the bottom ten (ranks 25-34) by faculty in at least 3 of the following groupings: Assistant Professors, Associate Professors, Full Professors, and Chairmen. It also must have had a certainty score $\geq$ 30.

Table 4

Definitely Uninfluential Promotion/Tenure Factors*
In University Settings for Teaching and
Administrative Faculty Combined

FPQ Factor Name	Mean Rating on 7-point Scale (N=289)
Colleague Assessments of Syllabi	.4
Election to Faculty Senate	.6
Supervision of Field Placements	.5
Formal Colleague Appraisals/Service	.6
Credit Hours Production	.8
Evidence of Student Learning in Courses	.8

* For a factor to have been included in this table it must have been rated in the bottom ten (ranks 25-34) by faculty in at least 3 of the following groupings: Assistant Professors, Associate Professors, Full Professors, and Chairmen. It also must have had a certainty score $\geq$ 25.

Table 5

Factors Faculty Are Uncertain About Regarding Their Influence in P/T Decisions*

FPQ Factor Label and Number	Settings in which "uncertainty" applies	
	Colleges	Universities
4 Support of Department Policy and Goals	✓	✓
7 Formal Colleague Appraisals/Teaching		✓
8 Grant Support for Research	✓	✓
9 Supervision of Theses		✓
10 Personality Traits and Attitudes		✓
11 Consultation Record on/off Campus	✓	✓
12 Service on Institution/System Committees	✓	
13 Academic Advising	✓	✓
14 Membership in Professional Organizations	✓	✓
15 Service (no fee) to Community	✓	✓
16 Supervision of Field Placements	✓	
17 Elected Offices in Organizations	✓	✓
18 Public Presentations of Products	✓	
19 Informal Colleague Appraisals/Research	✓	✓
20 Formal Colleague Appraisals/Research		✓
21 Obtaining Advance Degree		✓
23 Informal Colleague Appraisals/Service	✓	✓
25 Evidence of Student Learning in Courses	✓	
26 Election to Faculty Senate	✓	
27 Effort to Remain Current in Discipline	✓	✓
28 Credit Hour Production	✓	
29 Student Demand for Course	✓	✓
31 Evaluation by School/Department Committee	✓	
32 Availability to Students	✓	✓
33 Innovative Effort in Teaching	✓	✓
34 Formal Peer Appraisals (from off campus)		✓

* Ambiguous P/T factors have been operationally defined as those FPQ Factors with means ranging from 1 to 3.2 and certainty scores < 30 for colleges and < 25 for universities.

Preferred FPQ Factors

As the reader may recall, all FPQ respondents were asked to nominate up to five factors they would prefer to be judged by regardless of the promotion/tenure decision. These data give yet another perspective on the decision process. Tables 6 through 13 show faculty preferences along with the FPQ factors they saw as influential. The preferences, by academic disciplines, had to be nominated by at least 30% of that group (an arbitrarily chosen cutoff point). For example, 51% of the 43 Physical/Natural Science faculty in Table 6 indicated a preference for "effort to remain current in discipline," and 30% of this group expressed a preference for "innovative effort in teaching."

The college faculty as a whole expressed substantial preference for three FPQ factors: effort to remain current in discipline, student ratings, and evidence of student learning. At least two of these emerge for each of the separate disciplines, but in no case is more than one of the three ever viewed as "preferred and presently influential." In other words the agreement across college disciplines on the preferred forms of evidence is fairly high, but the agreement between preferred and presently influential forms of evidence is quite low. Moreover, a majority of the factors which are most influential now are based largely on evidence collected in neither systematic nor comprehensive manners (refer back to Figures 8 and 9).

The university faculty as a whole preferred two FPQ factors: publications and student ratings. The separate disciplines also viewed both of these as preferred and presently influential. When additional preferences were expressed they emphasized formal appraisals by colleagues, whether of one's teaching or one's research. Conversely, there appears to be agreement amongst the university faculty sampled here that a decrease in the influence of data based on impressionistic and informal evaluations, and in the subsequent use of these data by chairmen and committees, would be preferred.

In summary, we found a number of the "definitely uninfluential" FPQ factors emerged as preferred factors when faculty were given a choice. These preferences emphasize two major sources of formal and systematic data: (a) evidence from students regarding their learning and their evaluations of the teaching; and (b) evidence from colleagues regarding scholarly or artistic achievements.

Given the fairly clear emergence of most influential, least influential, and preferred FPQ factors, we want to return now to the potential usefulness of certainty scores in developing more refined meaning from the project's findings. As the reader may recall, a high CS value (above 35) means faculty are near consensus about the use or non-use of a factor in promotion/tenure hearings, whereas a low CS value (under 15) means faculty are in nearly total disagreement over the use or non-use of a factor.

Preferences and Present Influence. An ideal circumstance for campus decision makers would be to have high certainty about preferred factors which are, in fact, presently influential. This circumstance was found more often on the university campuses than on the college campuses. Publications and student ratings of classroom performance are highly influential, highly preferred, and university faculty are near consensus that the factors are used. Conversely, the circumstance in which decision makers should be least satisfied is where a highly preferred factor has faculty consensus that it is not used. University faculty perceived three such sources of either evidence or review (factors 7, 20, and 34 on Table 5): formal colleague appraisals of both research and teaching.

The college decision makers appear to face much more dissatisfaction in trying to apply explicit and uniform criteria for promotion/tenure decisions. Like the university faculty there were two FPQ factors (2 and 22) which were highly influential, highly preferred, and had high CS values: student ratings and evaluation by department chairmen (which is a composite factor that must

rely on idiosyncratic influences). However, both college and university faculties indicated preferences for three factors that are presently of ambiguous use. These were evidence of student learning, currency in discipline, and innovative effort in teaching amongst the college faculty, and formal appraisals of teaching, informal appraisals of research, and formal peer appraisals (off campus) amongst the university faculty. One particularly disturbing feature of this group of factors, insofar as the project's main objectives, is that half of them involve evidence potentially useful for evaluating teaching.

Table 6

A Comparison of Presently Influential and Preferred Factors for Physical/Natural Sciences: College Settings (N=43)

Grouping	Present Rank	Preferred Rank	Percent Indicating "Preferred"
Preferred, but not presently influential:			
Effort to Remain Current in Discipline	≥ 11*	1	51%
Preferred, but not influential enough:			
Innovative Effort in Teaching	7.5	4.5	30%
Preferred and influential:			
Evaluation by Department Chairman	2	2	40%
Student Ratings	4	3	37%
Evaluation by School/Department Committee	6	4.5	30%
Presently influential, but not preferred by 30% or more:			
Obtaining Advance Degree	1		
Time in Academic Rank	3		
Informal Colleague Appraisals/Teaching	5		
Personality Traits and Attitudes	7.5		
Service on Departmental Committees	9		
Public Presentations of Products	10		

* Exact rank orders were only carried out to the tenth rank. Any marked ≥ 11 were actually somewhere between 11 and 34.

Table 7

A Comparison of Presently Influential and Preferred Factors for Social Sciences: College Settings (N=22)

Grouping	Present Rank	Preferred Rank	Percent Indicating "Preferred"
Preferred, but not presently influential:			
Effort to Remain Current in Discipline	≥ 11	2	36%
Evidence of Student Learning in Courses	≥ 11	3	32%
Preferred, but not influential enough:			
Preferred and influential:			
Student Ratings	2	1	45%
Presently influential, but not preferred by 30% or more:			
Time in Academic Rank	1		
Obtaining Advance Degree	3		
Informal Colleague Appraisals/Teaching	4		
Personality Traits and Attitudes	5		
Evaluation by Department Chairman	6		
Innovative Effort in Teaching	7		
Service on Departmental Committees	8.5		
Publications	8.5		
Evaluation by School/Department Committee	10		

Table 8

A Comparison of Presently Influential and Preferred Factors for Art & Humanities: College Settings (N=19)

Grouping	Present Rank	Preferred Rank	Percent Indicating "Preferred"
Preferred, but not presently influential:			
Evidence of Student Learning in Courses	≥ 11	1	47%
Effort to Remain Current in Discipline	≥ 11	3	37%
Formal Colleague Appraisals/Teaching	≥ 11	4	32%
Preferred, but not influential enough:			
Preferred and influential:			
Obtaining Advance Degree	1	2	42%
Presently influential, but not preferred by 30% or more:			
Evaluation by Department Chairman	2		
Evaluation by School/Department Committee	3		
Student Ratings	4		
Service on Departmental Committees	5		
Personality Traits and Attitudes	6		
Time in Academic Rank	7		
Publications	8.5		
Informal Colleague Appraisals/Teaching	8.5		
Service on Institution/System Committees	10		

Table 9

A Comparison of Presently Influential and Preferred Factors for Professional Schools: College Settings (N=54)

Grouping	Present Rank	Preferred Rank	Percent Indicating "Preferred"
Preferred, but not presently influential:			
Effort to Remain Current in Discipline	≥ 11	1	44%
Innovative Effort in Teaching	≥ 11	2	39%
Evidence of Student Learning in Courses	≥ 11	4	35%
Preferred, but not influential enough:			
Preferred and influential:			
Evaluation by Department Chairman	2	4	35%
Personality Traits and Attitudes	4	4	35%
Student Ratings	5	5	33%
Presently influential, but not preferred by 30% or more:			
Obtaining Advance Degree	1		
Time in Academic Rank	3		
Informal Colleague Appraisals/Teaching	6		
Support of Department Policy and Goals	7		
Service on Departmental Committees	8		
Availability to Students	9		
Evaluation by School/Department Committee	10		

Table 10

A Comparison of Presently Influential and Preferred Factors for Physical/Natural Sciences: University Settings (N=89)

Grouping	Present Rank	Preferred Rank	Percent Indicating "Preferred"
Preferred, but not presently influential:			
Formal Colleague Appraisals/Teaching	≥ 11	3	37%
Preferred, but not influential enough:			
Student Ratings	7.5	4	35%
Formal Colleague Appraisals/Research	9	2	42%
Preferred and influential:			
Publications	1	1	78%
Formal Peer Appraisals (from off campus)	5	5	34%
Presently influential, but not preferred by 30% or more:			
Grant Support for Research	2		
Evaluation by Department Chairman	3		
Evaluation by School/Department Committee	4		
Time in Academic Rank	6		
Informal Colleague Appraisals/Teaching	7.5		
Effort to Remain Current in Discipline	10		

Table 11

A Comparison of Presently Influential and Preferred Factors for Social Sciences: University Settings (N=70)

Grouping	Present Rank	Preferred Rank	Percent Indicating "Preferred"
Preferred, but not presently influential:			
Preferred, but not influential enough:			
Preferred and influential:			
Publications	1	1	66%
Student Ratings	4	2	30%
Presently influential, but not preferred by 30% or more:			
Evaluation by School/Department Committee	2		
Evaluation by Department Chairman	3		
Time in Academic Rank	5		
Public Presentations of Products	6		
Formal Colleague Appraisals/Teaching	7		
Obtaining Advance Degree	8		
Informal Colleague Appraisals/Research	9		
Informal Colleague Appraisals/Teaching	10		

Table 12

A Comparison of Presently Influential and Preferred Factors for Arts & Humanities: University Settings (N=76)

Grouping	Present Rank	Preferred Rank	Percent Indicating "Preferred"
Preferred, but not presently influential:			
Preferred, but not influential enough:			
Formal Peer Appraisals (from off campus)	7	2	33%
Formal Colleague Appraisals/Research	9	3.5	32%
Preferred and influential:			
Publications	1	1	62%
Student Ratings	2	3.5	32%
Presently influential, but not preferred by 30% or more:			
Evaluation by Department Chairman	3		
Evaluation by School/Department Committee	4		
Public Presentations of Products	5.5		
Time in Academic Rank	5.5		
Service on Departmental Committees	9		
Obtaining Advance Degree	9		

Table 13

A Comparison of Presently Influential and Preferred Factors for Professional Schools: University Settings (N=54)

Grouping	Present Rank	Preferred Rank	Percent Indicating "Preferred"
Preferred, but not presently influential:			
Preferred, but not influential enough:			
Preferred and influential:			
Publications	1	2	39%
Student Ratings	3	1	57%
Presently influential, but not preferred by 30% or more:			
Evaluation by Department Chairman	2		
Public Presentations of Products	4		
Evaluation by School/Department Committee	5		
Obtaining Advance Degree	6		
Service (no fee) to Community	7		
Time in Academic Rank	8		
Elected Offices in Organizations	9.5		
Service on Departmental Committees	9.5		

Interview Data

Two sets of interview data are available for analysis. Campus presidents and vice-presidents were individually interviewed during year one, along with either members of the campus-wide promotion/tenure review committee, if such a committee existed, or upper level administrators, such as deans or division heads. The second series of interviews were held during year three with administrators who had had the most contact with the project, and they will be mainly discussed under "impacts." (Both sets of interview questions are shown in Appendices A and C.)

The initial interview sought information regarding the decision making process, i.e., on what basis are choices finally made regarding the award of tenure or promotion. A number of generalizations can be made about these interview data.

Whether it be a campus president or a campus-wide committee, heavy reliance has to be placed on the candidate and his/her colleagues to collect and submit evidence warranting a favorable decision. The most common complaints by the decision makers were about the quality and quantity of the evidence reaching them. Decision makers repeatedly cited how evidence derived in unsystematic ways were submitted, often also lacking any clear qualitative evaluations. They most frequently pointed to inadequate evidence in support of teaching, and although the use of student ratings was encouraging to nearly all, they said the latter suffer badly from the wide variations, even within a department, in the questions asked and the interpretations made. The decision makers appealed for some comparative (normative) basis upon which they could render a judgment, rather than only upon each individual's unique data.

The evidence submitted on one's research was generally less troublesome, in an immediate sense. Journal articles and books are tangible products which can generate judgments, even by judges outside of the content area. The use of

such tangible evidence became a means by which the decision makers could justify a fairly uniform criterion, especially on large campuses where the probability was high that no decision maker would be directly knowledgable about the candidate. (This is, of course, just the opposite case on the small college campuses, where often presidents, and certainly review committee members, would have some direct knowledge of the candidate.)

The ease with which publications can serve as useful evidence also posed a dilemma for many of the decision makers, who sensed that they felt forced to place disproportionate weight on publishing, by default, i.e., no equally substantive evidence was commonly available to judge teaching or service. A not uncommon appeal, then, was for more effort to be placed on improving the amount and quality of evidence on teaching. Many interviewees, especially at the presidential level, also voiced concern about the tendency for faculty to eschew making substantive recommendations for denial of promotion/tenure. Instead, such hard decisions were "bucked to the top." There seemed to be an underlying tone of impotence expressed by the administrators in getting faculty to more responsibly assume this judgment burden.

In addition, the heavy reliance in universities on using off-campus sources for evaluative judgments of a candidate's research is in jeopardy. These sources have apparently been drastically reduced because of their reluctance to pass judgments which can then be challenged by candidates (due to open records laws). The latter is an ironical twist, for the validity of such evidence has apparently rested very heavily on its unchallengability rather than any inherent, publicly verifiable worth. Many of our interviewees were not hesitant to characterize these outside letters as frequently written by persons who fail to distinguish between "an evaluation and a testimonial." It is this latter feature that has particularly suggested to the authors the disingenuous aspects of such present forms of evidence when used to evaluate faculty applying for

promotion or tenure. We certainly feel such outside review sources have potential, but not without a considerable revision in the procedures for collecting the data. As a minimum, explicit efforts have to be taken to assure adequate motivation by the reviewer and clarity of his/her purpose in doing the review.

Project Impacts

As mentioned in the Methodology section of this report, the project staff were to seek evidence of intended and unintended impacts which could be attributed to the three year study. Five potentially favorable types of influence were enumerated at the project's inception:

I. The amount and kinds of data collected to assess the quality of faculty performance, especially as they relate to the teaching function.

II. The amount of specification and utilization of procedures for assessing faculty performance to make tenure and promotion decisions.

III. The types of differential weightings given to faculty functions in assessing individual performance.

IV. The amount, types and utilization of professional development activities, especially as these relate to the teaching function.

V. The perceptions of students, faculty, and administrators regarding the calibre of the education experience provided.

Evaluation efforts were definitely to include data on types I, II, & III, and on IV and V if possible. We were not successful in collecting any data on number V.

Three kinds of data were collected during the final few months of the project. The first, and most representative, were from the faculty who completed the FPQ in 1976. The second were from administrators and promotion committee members who were interviewed by project staff. Though these individuals were always informative and more substantive in their responses than the FPQ respondents, the interview method introduces bias which must be acknowledged. We sought out persons on each campus whom we either knew, or strongly expected, would be familiar with our activities and reports. Not all those familiar with the project gave favorable assessment, and we shall try to note these. Nor were all even familiar with the project, much to our chagrin. Finally, the third kind of data refers to anecdotes, unsolicited comments, and activities begun as by-products of the project.

Impact I: The amount and kinds of data collected to assess the quality of faculty performance, especially as they relate to the teaching function.

The tremendous increase, since 1973, in the use of student ratings of classroom performance was by far the most comprehensive influence which could be partially attributed to the project. In 1973 only a small percentage of OSSHE college and university departments were regularly soliciting student ratings on their instructors, and an even smaller percentage of the ratings were actually reaching promotion/tenure committees. However, every campus in 1976 was utilizing student rating data, with a marked increase also in the quality of such data. The latter probably helps account for the frequency with which faculty nominated such evidence when asked for preferences.

The FPQ data relevant to the use of evidence from students can be seen in Table 14. The question did not speak to classroom ratings only, but all of our supportive data have confirmed that other forms of student input have been rare. We can see that a majority of all faculty perceived an increase in use since 1973. Individual campuses ranged from a 38% increase (college B) to an 89% increase (college A). Both of these campuses had used quite limited student input prior to the project, but both sought assistance from the project staff in developing suitable rating forms and procedures and each subsequently implemented comprehensive use of them. The final difference may largely be attributed to the presidents: one strongly endorses this form of evidence for promotion/tenure decisions, while the other openly disparages it.

The high perception of increased use at university C can also be ascribed in part to the project. On this campus the project staff worked closely: (a) with the associated students in developing a campus-wide form; (b) with numerous department heads and school deans in selecting appropriate rating forms; and (c) with promotion/tenure review committee members, providing them with our interim findings and thus encouraging them to solicit such student input in their reviews of teaching adequacy.

Tables 15 and 16 further address this project impact, in showing substantial increases in the collection of systematic evidence to verify the adequacy of a candidate's instruction and research. These faculty perceptions are very reassuring, though each campus' promotion process is still unduly dependent upon some questionable forms of evidence. Unfortunately, upsurges in collecting more systematic and formal evidence may be creating, on some OSSHE campuses, unintended consequences, which one administrator described as follows:

> Increased emphasis on the importance of instruction has been accompanied by increased frustration, because of the fact that the means for collecting the data are not well understood. Other criteria, such as degrees obtained, years in rank, and prior professional experience, are still emphasized in a relatively straightforward fashion.

Perhaps equally distressing is a situation such as the following, where even after distributing our report on one campus and discussing it with administrators, one department head answered the following question in this way: What changes have you seen in the relative importance of promotion/tenure evidence pertaining to the adequacy of a candidate's instruction?

> Course syllabi come in to me on a yearly basis. They're stored in my office. There are also a lot of other informal things I try to keep track of, e.g., faculty availability is judged by me as I wander through the halls--I do this for one hour each day. Promptness of task completion is another area of concern which I have when I evaluate the performance of faculty. All in all, I believe that I deal with evaluation in an open and considerate fashion.

We would like to claim that such abysmal ignorance of sound evaluation procedures is rare, but it is not.

Impact II: The amount of specification and utilization of procedures for assessing faculty performance to make tenure and promotion decisions. Any evidence of project influence on changes in this area, beyond what can be inferred from data already cited, comes mainly from interviews and anecdotes. The most substantive change came from an entire university school faculty, which completely rewrote its policy and guideline document on promotion and tenure following our report to them. The dean was determined to remove as much ambiguity as possible,

once our report had confirmed what he and others had long suspected. In other cases one campus revised its guidelines and instituted a campus-wide review committee, while another implemented an entirely new set of criteria and procedures for yearly review of all faculty.

Sometimes our attention has been focused on campus-wide committees, and a member of one of these responded as follows to a question about criteria clarity:

> The Committee has tried to increase clarity but I don't think that we have been very successful. We will continue to work in this area. Clarity of evaluation criteria is largely a departmental responsibility. The Committee expects certain departments to be leaders in the area and I, for one, am disappointed that some do not exhibit the kind of leadership that is going to be required if departments are going to make significant gains in clarification of evaluative criteria. For example, the colleges of education should be leaders in the area of the evaluation of teaching. Typically, they are not.

It is certainly reasonable to assume that there will be many more changes in the clarity of campus criteria and procedures, once the present report has had time to be considered by OSSHE faculty and administrators. The impacts from our individual campus analyses sometimes took twelve months to emerge. A few quotations from our interviews may help the reader see some of the problems in stimulating institutional change.

On one campus a dean responded to the question of our campus analysis having had any influence as follows:

> I think that our Campus Analysis has had three elements of influence. First, project staff provided a resource capability to Senate committees in their consideration of policy proposals. Second, the Campus Analysis (with its presentation of preferred and influential factors) gave direction for the development of both criteria and weighting procedures and, in part, justified the final system as it is now developing. Finally, the periodic visits by project staff focused attention and occasioned the reconsideration of administrative thinking relative to process and evidence used to evaluate faculty.

Unfortunately, a department chairman on the same campus said:

> No. I don't think the Campus Analysis did have much influence on the process or the evidence used to evaluate faculty. The reason is that people like myself just discarded it because of

> other complications and because of a lack of interest in the issues it raised. More recently this lack of interest has subsided somewhat and I believe that the Campus Analysis is beginning to be somewhat related to present administrative considerations of promotion/tenure process and evidence.

On another campus three responses are informative. A department head said:

> The influences were not as much immediate as they were long-range. Things are happening now as a result of that report and could well be attributed to it. It was able to force people to re-examine a number of criteria and the way in which these were used, and it looks like some new statements will be made on this matter. I feel a number of new alternatives should emerge and the benefit from this was that it got everyone thinking about the whole process.

A second department head replied as follows,

> I think that because of the report there has been a great deal more questioning and concern by faculty about the whole process of promotion and tenure decisions. Faculty now seem to want more voice in what is going on, and it has stimulated concern that is carrying on into the present in revising some of the criteria and process.

Finally, their dean said,

> Only in this last year has the report become widely read. We are just beginning to see its impact. The Faculty Senate's present efforts aimed at revision of the criteria is a direct outgrowth of our Campus Analysis and its findings. The report's central finding, as far as this group is concerned, is the fact that faculty members viewed the promotion/tenure criteria differently than their administrative counterparts.

Another campus dean gave the following balanced perspective on our efforts to stimulate change amongst faculty:

> I believe the Campus Analysis had little direct impact on process or evidence used to evaluate faculty. This needs to be qualified somewhat. In the beginning, its findings were viewed as so patently reliable that the general thrust of its recommendations has become more and more undeniable to faculty. Over time, faculty have begun to view the Analysis and its findings and recommendations as definite indicators of issues which need their attention. More recently, faculty attention has begun to focus more and more intensively on these issues, and I believe over time that significant action will occur. It is important to be realistic in matters related to promotion and tenure by recognizing that significant change will probably not occur over a short number of years. It can take

> anywhere from five to ten years to make a significant impact on procedures and perhaps even longer on evidence. However, I do not believe that this necessitates a negative conclusion regarding the actual impact of your Campus Analysis.

From our own point of view, those campuses which attributed the most influence to project efforts were clearly from our college group. They were small enough in size, and perhaps limited enough in mission, to enable discussion and interchange amongst faculty, administrators, and project staff. Discussions were seldom effected at our three universities, where their greater size and multiple missions made campus-wide dialogs formidable. Nevertheless, our results do suggest that heightened awareness of shortcomings in faculty evaluation, especially regarding teaching, has also occurred on our university campuses.

Impact III: The types of differential weightings given to faculty functions in assessing individual performance. This was a particularly difficult impact to try to assess. When it was formulated early in the project, we had been led to believe that (a) policy statements about the importance of instruction, e.g., "more weight", "the most attention to...", or only "superior teaching", etc., could be taken literally, and (b) evidence would be in dossiers as well as in minutes from review committees. Neither assumption was verifiable. Campus policies on confidentiality of records prevented our staff from actually examining dossiers, although administrators usually shared sample ones with us. Furthermore, several faculty and department heads gently suggested that we were quite naive to think that the evidential sources for promotion/tenure decisions would be clear from either committee minutes or actual dossiers. We still do not know.

One instance of change on a large campus was encouraging to us. We had interviewed each campus-wide committee member and then shared their responses (anonymously) with them. Several seemed shocked that such contradictory and poorly defined criteria were being used by the members, and subsequent efforts

were taken by the chairman to generate more consensus on criteria. A year later one committee member said the relative importance of teaching, research, and service was as follows:

> The Promotion Tenure Committee takes the position that instruction rates equally with scholarship (scholarship--40%, instruction--40%, institutional service--10%, and community service--10%).
>
> It's hard to say whether or not this formalized approach has resulted in an increased emphasis on teaching. There is no doubt, however, that the emphasis on instruction, as far as the Committee is concerned, is much more clear now than it has been in the past.

A college dean responded to the same question in this way.

> I have come to recognize the need to be more tangible when evaluating instruction. I came to this realization largely as a result of the AFP study. I look for sources of evidence that will support decisions about the teaching function. At the same time, however, one must keep in mind that academic preparation remains an essential quality of sound instruction. This was also true in the past. The difference now is that I am attempting not to take my faculty members' teaching for granted.

All other results are anecdotal and neither more nor less convincing than these. It is our impression that the relative weights given to the primary functions are probably not substantially changed as a consequence of our activities. What has seemed to change though, is the increased emphasis given to systematic and substantive evidence on instruction, which would be a very important change if the quality of instruction is ever to be verified or improved.

Impact IV: The amount, types, and utilization of professional development activities, especially as these relate to the teaching function. The results regarding this impact were disparate, and attributing the positive ones to the project would be highly tenuous. A few campuses were able to save some money from operating budgets and devote the savings to special instructional efforts, mainly in the form of workshops or mini-grants. These efforts are commendable and probably will be repeated whenever possible, but they could hardly be attributed to project activities.

Two major instructional development projects were launched in the fall of 1976, and these were direct outgrowths from the project. One is supported by State funds at Eastern Oregon State College, and the second by FIPSE funds at Portland State University. Each is devoted to assisting faculty in the improvement of their instruction, and in collecting credible evidence on how such improvements affect student learning. We feel confident that neither campus would have similar efforts presently underway had it not been for the present project.

Table 14

Responses to Question 1: "Since 1973 what changes, if any, have you seen in the use of promotion/tenure evidence collected from students regarding adequacy of instruction?"

Unit Responding	Percent Indicating Each Response				
	A decrease in use	No change from low usage in past	No change from high usage in past	Increase in use	Don't Know
College Faculty Combined (N=144)	4%	28%	10%	52%	5%
College A (N=27)	0	11	0	89	0
College B (N=59)	3	43	3	38	10
College C (N=58)	7	20	20	49	2
University Faculty Combined (N=334)	5%	19%	10%	63%	2%
University A (N=149)	6	15	15	62	1
University B (N=88)	7	30	9	51	1
University C (N=97)	3	13	4	74	3

Table 15

Responses to Question 2a: "Since 1973 what changes, if any, have you seen in the importance of systematic evidence used to verify the adequacy of a promotion/tenure candidate's instruction?"

Unit Responding	Percent Indicating Each Response				
	A decrease in importance	Low importance in past and no change	High importance in past and no change	Increased importance	Don't Know
College Faculty Combined (N=144)	4%	30%	18%	38%	8%
College A (N=27)	7	15	19	56	4
College B (N=59)	2	40	15	28	15
College C (N=58)	5	27	20	41	3
University Faculty Combined (N=334)	3%	19%	21%	51%	4%
University A (N=149)	5	15	24	51	3
University B (N=88)	2	31	18	41	4
University C (N=97)	1	14	19	58	4

Table 16

Responses to Question 2b: "Since 1973 what changes, if any, have you seen in the importance of systematic evidence used to verify the adequacy of a promotion/ tenure candidate's Research or Scholarly Development?"

Unit Responding	Percent Indicating Each Response				
	A decrease in importance	Low importance in past and no change	High importance in past and no change	Increased importance	Don't Know
College Faculty Combined (N=144)	8%	36%	19%	25%	10%
College A (N=27)	7	22	7	56	7
College B (N=59)	5	35	20	20	18
College C (N=58)	10	44	24	15	3
University Faculty Combined (N=334)	4%	5%	48%	37%	4%
University A (N=149)	1	3	45	46	3
University B (N=88)	9	10	41	28	7
University C (N=97)	2	4	57	32	2

OVERVIEW AND IMPLICATIONS FOR ACTION

The present findings suggest some new ways to consider the policies and procedures guiding the evaluation of faculty. The popular claim that faculty on university campuses ignore their teaching responsibilities, in contrast to faculty at small colleges who do not, remains much too simplistic. In fact, we found that the university faculty have made somewhat greater efforts to collect observable evidence regarding their teaching than have the college faculty, when promotion/tenure decisions were being made. But the overwhelming conclusion from this study is that there has been an absence of systematically collected evidence to evaluate instruction on both kinds of campuses.

The evaluation of college and university faculty has always been complex, just as the evaluation of education has been, and the difficulties are present on every campus. Yet, the university faculty, who have research responsibilities, may have some advantages, since tangible products from research and/or artistic activities are easily obtainable and visibly rewarded (Tuckman and Hagemann, 1976). We can conveniently get judges to assess paintings or a symphony or a book of poems or a research experiment. One can get total agreement on whether research grants are obtained. But what procedures conveniently exist for judges to determine whether students learned, or whether a course's content is obsolete? Faculty in both colleges and universities do have instructional products to show, but the absence of credible evaluation procedures means that neither usually produce any observable evidence for performance evaluations. This dearth of systematic evidence used to evaluate the teaching function is a finding Astin and Lee bemoaned a decade ago.

> If the ultimate measure of the teacher's effectiveness is his impact on the student--a view which few educators would dispute--it is unfortuante that those sources of information most likely to yield information about this influence are least likely to be used (1966, p. 364).

In our interviews with campus executive officers, we often found them deeply aware of this lack of evidence regarding teaching. Their degrees of discomfort over this ranged from resignation to sharp criticism of department-level administrators for tolerating such practices. The university administrators more often expressed dissatisfaction with the quality and quantity of dossier materials than did the college administrators, but this is hard to evaluate. The latter, for obvious reasons, had much more confidence in their knowledge gained from personal acquaintance with the candidates. We view such acquaintanceships as deceptively misleading in judging quality of job performance. They might inform a president about the quality of a faculty member's mind, or through chance observations the diligence shown in being present on the job. But, insofar as performing the instructional function, we submit that other kinds of evidence are needed and they are typically neither sought nor supplied.

The present findings, as a whole, point to significant gaps between institutional policy statements regarding promotion/tenure criteria and the data collected to verify their attainment. Such findings are not unique to Oregon. Other research (e.g., Eble, 1972) covering the last decade has shown faculty members to be unable to generate much substantive progress in developing equitable and adequate methods for assessing performance, whether of faculty, programs, or institutions. The reality is that faculty members remain in control of what is valued, and the determination of what evidence will be used to substantiate the attainment of those values. Campus administrators are commonly torn between this expression of the idealism of the academy on the one hand, and the management realities they must face, including the pressures of judging one's colleagues and their work, on the other. The consequence is frequently a stalemate regarding proposals for change in the assessment process. However, the present national economic forecasts may exert a new kind of pressure for changes amongst academics. Campuses are unlikely to be growing in the

foreseeable future, and therefore harsh constraints shall bear upon administrators to assure high quality performance with existing resources. The times, for better or worse, may be optimal for raising fundamental questions about the purposes and methods of evaluating faculty.

In the short span of our study we have seen some noteworthy efforts within OSSHE to improve faculty performance review procedures. Almost without exception, the impetus for these efforts originated from highly placed administrators, an observation clearly in support of our bias that direction for improvement must come from the top. This is not to say that we advocate unilateral and arbitrary imposition of changes from above. To the contrary, we firmly believe faculty members must be active in the design and development of the procedures. Further, our observations within OSSHE, and on selected campuses across the nation, confirm the ability of many administrators and faculty to work together productively when administrative leadership is present.

So where, on the basis of the present findings, might a campus administrator begin to develop incentive models capable of positively influencing the quality of instruction? We would recommend a methodology similar to the one used in this project. This would mean two kinds of focused activities would be initiated.

The first would be to find a means--an individual, a committee, a task force--for reviewing and thoroughly analyzing the institution's policy and guideline statements governing salary, tenure and promotion decisions, to establish:

a) their compliance with administrative rules;

b) that the emphasis given to the three major professorial functions, viz., instruction, scholarship, and service, is consistent with the established mission of the institution;

c) an optimal degree of consistency between policy and guideline documents;

d) the extent to which criteria and their minimum necessary evidence, as required for faculty and administrator evaluation, are specified; and

e) the extent to which evidence to be gathered by systematic methods is made available to the decision makers.

The second set of activities should focus upon faculty perceptions (and preferences) regarding what influences salary, tenure, and promotion decisions. The discrepancies between policy intentions and what is perceived, and there will be many, are not only informative but also excellent subject matter for dialog, and the FPQ instrument could serve as a good way to determine such discrepancies. This data could then be compared with the policy analysis, and steps taken to alter, increase and/or eliminate types and sources of evidence.

It is our expectation that any campus completing these two sets of activities will be in a position to simplify and improve their faculty evaluation procedures, and thereby provide considerably more realistic incentives for faculty. For example, there should be no way to continue the justification of a "shot gun" approach to assessment. The business of collecting any and all kinds of data having some face validity can stop. Our findings have repeatedly shown that a very limited number of criteria and review sources should satisfy (a) the reality of making decisions (decision makers do not utilize dozens of variables in making a choice, even though they may think they do), and (b) the preferences of faculty, who have said in the study that they would prefer to be judged with systematic, product-oriented evidence.

A good start on the simplification of the review process would be to affirm the use of those criteria and review sources in which there is consensus that they are (a) definitely influential and (b) consistent with institutional policy. (The criteria shown in Figures 7 and 8 would be an example of the first half of the conditional statement.) Such an affirmation process should produce a list of criteria quite reduced from its original size.

Furthermore, the process would serve to eliminate all criteria which occupy an ambiguous status. Table 5 is a good example of how numerous criteria allegedly influencing promotion decisions can be ambiguous and provide only noise in the decision process. These should be removed from guideline documents until

consensus can be achieved regarding their value, and operational definitions assigned to them. Just this step, in the Oregon System, could save inestimable amounts of energy, and probably reduce widespread faculty cynacism about the present promotion process. And what good does it do the credibility of a campus to list a criterion, e.g., "formal colleague appraisal of one's teaching" is required for favorable review, when neither formal procedures nor explicit criteria actually exist? (These actions might prove devastating for the usually unwritten criterion "evidence on personality traits and general attitude"--but all to the good. If it cannot be operationally defined, then why should it be allowed to exert influence on a salary, tenure or promotion decision?)

We would anticipate that somewhere between four and six criteria will initially emerge and be justified for use on a college or university campus, following a comprehensive review of the promotion process. These would definitely include (a) student classroom evaluations, (b) publications and/or artistic products, and (c) evidence of student learning. Two review sources are likely: by department chairpersons and either department or school committees. Reviews by interdisciplinary groups, e.g., a university-wide committee, raised serious questions for us because of the wide disciplinary differences in criteria and standards. Rather than force a dilution by merging, we would prefer to see broad campus disciplines set their own criteria. Such differences, according to our data, are somewhat less likely to be a problem on college campuses, where a campus-wide set of criteria might not be impractical to develop.

There is some probability two or three other sources of evidence will emerge, perhaps in the "service to the campus" area, but no more will be necessary nor probably defendable from a measurement viewpoint. Faculty and administrators can then re-define their purposes and the incentive process necessary for promoting and maintaining high quality performance. Take, for example, the significant influence given to the attainment of a doctorate on the college campuses.

It was explained to us that this is the best indication of a person's currency in discipline. Why is this so, and for how long would this be true--one year, five years, twenty? Universities do not rely so heavily on such a proxy. Their position essentially says tangible research products must be produced and judged by one's peers. The doctorate is considered an excellent, but not absolutely necessary, way to acquire the requisite skills and knowledge to produce research products. It is a means to an end. On some college campuses it may have become an end, in itself.

What this thorough review of the promotion process could accomplish, in part, is a visibility for the instructional function that has not been present on the campuses. In order to serve several major audiences or consumers, faculty are typically hired to perform three major functions. Research/scholarly development mainly serves society and academic disciplines. Instruction mainly serves students. Service activities mainly serve the community and the campus. The evidence collected to evaluate a professor's performance should reflect these audiences, but our findings demonstrate that the student audience does not get the same degree of concern as the other audiences do. Concerns about the quality of instruction were not found to absorb significant administrator or faculty energy. Of course good instruction is desired, but when there is no formal system of assessment it runs the danger of becoming taken for granted, and administrator energy gets focused only on the negative extreme: gross negligence of teaching responsibilities. Genuine and frequent attention by administrators to teaching, along with clear means of rewarding high quality performance, should markedly legitimatize a function that has for too long been given benign neglect.

A large proportion of our faculty were found to produce high quality performance on all our campuses. Likewise, we saw excellent leadership in many campus administrators. With these elements present, and we believe them

to be on any campus, continued improvement is possible, and the findings of this study can support those policy makers who desire to more closely match policy statements with actual practice.

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Appendix A

1973 Interview Form Used with Presidents, Deans, and Division Heads

Interview Form for Institution Administrators
Relating to Tenure-Promotion

Name _____ Date _____

School _____ Dept/Div _____ Rank _____

1. From whom do you receive tenure and promotion recommendations?

_____

_____

(a) In what form do you receive them? _____

_____

2. What do you see as the main perspective or focus for each source named in Question 1? _____

_____

_____

_____

3. To whom do you make tenure and promotion recommendations? _____

_____

_____

(a) In what form do you transmit them? _____

_____

4. Is the final decision an individual or collective one?

Individual _____ Collective _____

(a) If a collective decision, was consensus established on the meaning of rank and/or tenure? Yes ___ No ___

(1a) If yes, what was it? _____

_____

4. Continued

(b) If a collective decision, was there any effort to set standards for tenure and/or promotion? Yes ____ No ____

(1b) If yes, obtain copies or a description _____

_____

_____

5. What kinds of evidence were most convincing to you in judging the functions of:

(a) Teaching _____

_____

_____

(1a) Did you make any distinctions in this evidence when judging assistant to associate or associate to professor: If so, what were they? _____

_____

_____

(b) Research _____

_____

_____

(1b) Did you make any distinctions in this evidence when judging assistant to associate or associate to professor? If so, what were they? _____

_____

_____

_____

5. Continued

(c) Institutional Service _____

_____

_____

(1c) Did you make any distinctions in this evidence when judging assistant to associate or associate to professor? If so, what were they? _____

_____

_____

_____

(d) Community Service _____

_____

_____

(1d) Did you make any distinctions in this evidence when judging assistant to associate or associate to professor? If so, what were they? _____

_____

_____

_____

6. What gaps or problems occurred in the data provided in the candidates' files? _____

_____

_____

_____

(a) How were these usually resolved? _____

_____

(b) Any recommendations? _____

_____

7. What kind of cases are the most difficult for you to decide? _____

_____

8. How do you handle differing standards between departments (e.g., some rate everyone "excellent" while others use less superlative descriptions; some supply mainly "soft" data, etc.)? _____

_____

_____

_____

9. What changes, if any, would you like to see in the review process?

_____

_____

_____

10. What advice would you give, in light of your experience, to a new assistant professor to assure the attainment of promotions and tenure? _____

_____

_____

_____

_____

Appendix B

Project Sampling Procedures

Appendix B

Sampling Methodology: 1973-76

This section presents (a) the sampling philosophy that guided data collection activities, (b) departmental sampling procedures employed during the 73-74 academic year, (c) system-wide sampling procedures followed during the 73-74 academic year, (d) sampling of professional schools during the 74-75 academic year, and (e) the 75-76 follow-up of 73-74 respondents.

Overall Sampling Philosophy

The sampling methodology described in this section was designed to culminate in sequential data collections that would enable project staff to meet data requirements as set forth in the November, 1973, AFP Evaluation Plan. In each case the purpose of sample selection activities was to select sites so that generalizations could be made which, in turn, would reflect upon each of five broad research questions (referred to as "Impact Areas" in the Evaluation Plan).

Included amoung the five research questions were: (a) What is the amount and quality of evidence used to collect and to assess faculty performance; (b) what procedures are used for collecting evidence of teaching quality and how is the evidence utilized in the tenure and promotion decision-making processes; (c) are there differences in the weights assigned or ascribed to teaching, professional development, and service when a decision is made regarding a faculty member's promotion or tenure status; (d) what effect will the presence of AFP Staff within departments or within OSSHE have upon the amount and quality of faculty professional development activities that have as their primary purpose the improvement of teaching quality; and (e) what are the perceptions of students regarding the calibre of the educational experience they receive?

To help address these questions it was decided to begin in the 73-74 academic year by collecting Faculty Interview Form (FIF) data from two stratified "samples" of OSSHE faculty members. This process resulted in the development

of: a departmental sample (selected by department for adequate discipline and institution coverage) and a system-wide sample (selected by individual for adequate OSSHE coverage).

In the 74-75 academic year the FIF was again used as the primary data collection instrument for assessing professional school faculty member's perceptions of the promotion/tenure process. This sample included faculty from four professional schools at the University of Oregon and from the Health Sciences Center.

The nature of each of these three samples and the procedures used to select them are described in the following three sections.

Individuals within the departmental, the system-wide, and the professional school samples were selected through the use of identical sample selection criteria. In order for a faculty member to have been included in either one of these sample groups, he must have been at least at the rank of assistant professor with a .50 FTE appointment in an instructional area. Both of these criteria were examined for all System faculty by using the fall, 1973, OSSHE Payroll List.

The reader will no doubt notice that the sampling approaches we have chosen to use deviate somewhat from standard sample selection criteria. To the extent that procedures do meet these criteria, we should be able to make a strong case in favor of the argument that whatever factors, other than the project, influenced one sampling site will have influenced other sites either equally or, when obvious, will be accountable for in our analyses. To the extent that our procedures do not meet these criteria it should be stated that we chose to select our sample in the manners described for a variety of reasons and stand ready to defend both our selection schemes and the integrity of the data which they generated.

Departmental Sampling Procedures (73-74)

During the early fall, 1973, a four-category departmental classification was developed which, in essence, allowed AFP Staff to classify departments by discipline types. The categories included were: (a) fine arts and humanities;

(b) physical/natural sciences; (c) social sciences; and (d) professional schools. The fine arts and humanities category includes departments such as music, English, philosophy, humanities, and art. The physical/natural sciences category includes departments such as biology, zoology, mathematics, and chemistry. The social sciences catagory includes departments such as history, psychology, economics, and anthropology. The professional schools category includes departments such as business, education, agriculture, and engineering.

Each institution was classified according to the highest degree offered to its students. Institutions classified as PhD granting or "University" types included Oregon State University, Portland State University, and the University of Oregon. Institutions classified as bachelor or master degree granting institutions or "College" types included Eastern Oregon State College, Oregon College of Education, Southern Oregon State College, and Oregon Institute of Technology. The latter of these institutions was excluded from most data analyses because of its specialized nature.

Using these two classification schemes (i.e., discipline type and institution type) AFP Staff selected 25 departments which, in aggregrate, provided adequate coverage of each type of discipline within each type of institution.

Twenty-three of the 25 target departments (92%) agreed to participate with us by providing data for the AFP Project. Within each of the 23 departments AFP Staff (a) conducted a personal interview with the faculty administrator (usually the department chairperson), (b) examined all written procedures and guidelines, and (c) constructed departmental information-process flow-charts of the departmental tenure/promotion activities.

The next step was to collect Faculty Interview Form (FIF) data on a voluntary basis within each department. Included within these 23 departments were a total of 423 eligible faculty members (.50 FTE assistant professors or above). Packets were developed for each of these faculty members. Each

packet contained a cover letter that explained the purposes of the FIF, directions for completing the FIF, the FIF itself, and a stamped self-addressed return envelope.

Before data collection began, the decision was made by AFP Staff to do everything that was reasonably possible, within the limitations of the Project's resources, to attain departmental response rates of 70% or above. It was felt that the data which would result from response rates any lower than 70% would be too biased to have the degree of confidence that we felt was necessary for the kinds of generalizations and conclusions that we desired to have the capability to make.

Data collection began in late January of 1974 and continued through April 15, 1974. During this period of time, AFP Staff tried to personally deliver each faculty member's FIF packet in 20 of the 23 departments (in three of the departments it was decided, for a variety of reasons, to mail the FIF packets to each faculty member--this procedure resulted in an overall response rate for the three "mailed" departments of 66.0%). If, after a maximum of three visits to the 20 "personal contact" departments, an AFP Staff member was not able to personally contact a faculty member, the FIF packet was left with a handwritten note which expressed our regret that a personal contact was not made and requested the faculty member's cooperation. Of the eligible faculty members in the 20 "personal contact" departments 302 or 85.5% of the FIF packets were personally delivered and accepted. A total of 37 or 10.5% were left with a personal note, and 14 or 4.0% of the contacted faculty members refused to participate. This 4.0% refusal rate was included in the calculation of the overall response rate. Subsequent to the delivery of the FIF, if no response was received from a faculty member within two or three weeks, then he received either (a) a follow-up "reminder letter," (b) a phone call from an AFP Staff member, or (c) a personal visit from an AFP Staff member. Of the 423 faculty members in the total faculty

member sampling pool (this includes "mailed" and "personal contact" departments) completed questionnaires were received from 346 or 81.8%.

System-wide Sampling Procedures (73-74)

Because of the attribution problem discussed in the Evaluation Plan, it became necessary during January of 1974 to devise a set of procedures that would allow a system-wide sample to be selected which could be used to collect FIF data identical to that gathered from the selected departmental samples. This was accomplished by first excluding from the OSSHE Payroll List all faculty members who were in one of the 25 previously approached and/or sampled departments. This, in effect, left a sampling pool that included each faculty member within OSSHE who was at the rank of assistant professor or above who also had a .50 FTE appointment in an undergraduate instructional area within the seven institutions. Within each institution and for each of the three professorial ranks a serial number was assigned to each individual in every department eligible for inclusion in system-wide sampling. Seven lists for each of the three professorial ranks were thusly developed (one for each of the seven institutions). In this manner 614 assistant professors, 581 associate professors, and 640 full professors were identified as being eligible for inclusion in the first mailing to the system-wide sample (see the following paragraph for a description of this "first mailing" and the second "replacement mailing"). As with the departmental sample, Faculty Interview Form (FIF) packets were assembled for each selected faculty member. Each packet contained a cover letter requesting participation and explaining the purposes of the AFP Project, a sheet of directions for completing the FIF, a copy of the FIF, and a stamped self-addressed return envelope.

The above-described selection process resulted in a first mailing to 562 faculty members during late March of 1974. Within a period of approximately two and one-half weeks approximately one-third of those packets mailed in March were returned to Teaching Research. Rather than using follow-up letters (which

are notoriously ineffective) to raise the response rate, it was decided that the most comprehensive coverage of the System would be attained by mailing to a second group of FIF "replacement" faculty members. These were selected by replacing each packet mailed in the first mailing but which had not yet been returned with a packet for as similar a faculty member as possible. A replacement faculty member was operationally defined by use of the 1973 OSSHE Payroll Listing. Since all faculty members were numbered by rank within each department, it was possible to replace a non-responding first mailing faculty member with the next numbered faculty member from the list of non-selected but eligible respondents. For example, if assistant professor number 47 at Oregon State University had not responded after two and one-half weeks, we then replaced that person with assistant professor number 48 from the Oregon State University list.

This procedure had the effect of replacing first mailing non-respondents with a person who was quite likely to be in the same discipline at the same rank. In fact, if the next person down on the list was not in the same department, the person preceding the non-respondent on the list was selected as the replacement. For example, if associate professor number 62 at Oregon State University had not responded after two and one-half weeks, we checked to see if associate professor number 63 was in the same department. If he was not, then we would replace associate professor number 62 with associate professor number 61. If this procedure failed to obtain a replacement within the same department (i.e., if the department contained only one faculty member at that particular rank), then the replacement became the next person down on the list regardless of department. A total of 386 "replacement" packets were mailed during the second week of April. A final twist to this replacement procedure consisted of not using more than one completed FIF for any original "slot" in the one-third system-wide sample. In other words, if, because a faculty member from the first group had not repsonded after two and one-half weeks, a replacement was sent to another individual, and

if after a period of six weeks both the original and the replacement for that one position finally were returned to Teaching Research, then only the original packet was used in the final analyses (the replacement packet was not used). A total of 13 "duplicate" FIF respondents were excluded from the final analyses because the "original" member of the pair was finally returned.

Using the above-described procedures, namely, the original mailing and the replacement scheme, a total of 330 completed FIF's were returned from the three professorial ranks. On the basis of the total number mailed (955) this resulted in an overall response rate of 34.6% (with replacements and excluding duplicates). This response, based upon the "replacement scheme", insured greater system-wide representativeness.

In addition to the one-third sampling procedure that has been described for selecting the system-wide sample, we tried to get as many FIF responses from department chairpersons as possible. A total of 146 OSSHE department chairpersons were identified by using both institutional bulletins (catalogues) and the payroll list. We chose not to sample from among these individuals. Instead, we mailed an FIF packet to each department chairperson. These packets consisted of essentially the same inserts as were included in the previously described packets for the assistant, associate, and full professors. Since we mailed to all available department chairpersons within the System, there was no opportunity for replacement. Instead of replacing as we did for the non-chairperons, a reminder letter was mailed after a period of three weeks to each non-responding chairperson. A total of 103 completed FIF's were returned from the group out of the 143 mailed. This resulted in an overall department chairperson response rate of 72.0%.

Professional School Sampling Procedures (74-75)

Because the Year 1 data collection strategy called for a focus on faculty who were involved in undergraduate instruction, coverage of faculty in professional

schools was not as complete as it otherwise might have been. While the 73-74 campus analyses reported data for some professional school faculty, the results which compared the four discipline types indicated a need for more data from professional school faculty. Early in 1975 it was decided that a second major data collection effort would greatly enhance our understanding of the overall promotion/tenure process. The data collection would focus exclusively on professional school faculty.

The major suppliers of data were faculty from the State System's Health Sciences Center (viz., Schools of Medicine, Dentistry and Nursing) and faculty from four professional schools at the University of Oregon (viz., Architecture, Education, Journalism and Law). A slightly revised 31-item FIF was used to survey faculty perceptions in these schools. All faculty in each setting were included in our data collection effort.

Questionnaire packets were developed for each eligible faculty member. The packets contained a cover letter explaining the project's purposes, and FIF, and a stamped self-addressed return envelope. A total of 363 completed forms were returned resulting in an overall professional school response rate of 77%.

Follow-up Sampling Procedures (75-76)

In an attempt to help determine the extent and nature of the project's impacts since its beginnings in 1973, a major follow-up data collection strategy was developed for use during the final 8 months of the project. In the early spring of 1976 all faculty who repsonded during 73-74 to the original FIF were targeted to receive a 34-item third generation FIF that is hereafter referred to as the Faculty Perception Questionnaire (FPQ).

Data collection began in mid-April 1976 and continued through June 10, 1976. A total of 485 completed FPQ's were returned from the three university and three college campuses of interest. Returns were also received from the Oregon Institute of Technology but they have been excluded from this report's analyses

because of the specialized nature of the institution. The overall follow-up response rate was 77%.

Appendix C

Interview Questions Used with
Presidents, Deans, and Others
During Follow-up (1976)

The following questions formed the basis for individual interviews with 32 campus administrators during the spring of 1976. Each was asked his/her perception of any changes which have occurred since 1973 regarding:

1. The evidence collected from students for the purpose of judging the adequacy of a promotion/tenure candidate's instruction?

2. The relative importance of promotion/tenure evidence pertaining to the adequacy of a candidate's instruction?

3. The clarity of the criteria used to evaluate faculty?

4. The campus resources devoted to the improvement of teaching quality?

A final question was:

5. Are you aware of our report entitled Campus Analysis: Factors Influencing Promotion/Tenure Decisions? NO ___ YES ___

   What influences, if any, did it have on the process and evidence used to evaluate faculty?

Appendix D

Faculty Perception Questionnaire (FPQ) and
Directions for Completion

FACULTY PERCEPTION QUESTIONNAIRE

TEACHING RESEARCH DIVISION
HIGHER EDUCATION RESEARCH PROGRAM
MONMOUTH, OREGON 97361

FACULTY PERCEPTION QUESTIONNAIRE

Directions for Completing Parts A and B:

Part A consists of 34 factors, each of which has been used by various departments as sources of information in promotion and tenure decision processes. No department uses all the factors, and it is very unlikely that any two would assign identical influence ratings to those used. The steps for completion are described below.

Step 1: In Column 1 (Factor Use) check each factor that you believe is currently used within your department when making promotion and/or tenure decisions. Use the space provided at the bottom of the page to add any factors that are used but not listed.

Step 2: Using the 7-point scale at the top of the page, indicate in Column 2 your perception of the present degree of influence for each of those factors that you checked in Column 1 as being used within your department.

Step 3: For each factor rated in Column 2 indicate in Column 3 (by circling ↑, 0, or ↓) your opinion as to whether the factor increased, decreased, or showed no change in influence since 1973.

Step 4: In Column 5 consider all 34 factors plus any others you may have added, and check the 5 factors that you would *prefer* to have the greatest influence upon promotion and tenure decisions within your department.

Step 5: Please complete the questions in Part B (on the back side of the questionnaire) and return it to us in the self-addressed envelope for processing.

Example of Partially Completed Questionnaire—Part A

Used But Very Minor Influence — Moderate Influence — Very Significant Influence

1 2 3 4 5 6 7

(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	(Col. 5)
Check (✓) each factor used in your department	Using the above scale, rate each checked factor for the Assistant to Associate decision	For each rated factor, circle one choice to show an increase (↑), decrease (↓) or no change (0) in influence since 1973	Factor	Check (✓) the five factors you would prefer to be *most* influential
✓	4	↑ 0 (↓)	L	
		↑ 0 ↓	M	
✓	2	↑ (0) ↓	N	✓
✓	1	↑ (0) ↓	O	
		↑ 0 ↓	P	✓
✓	6	(↑) 0 ↓	Q	

Faculty Perception Questionnaire

Rating Scale for Part A

Used but Very Minor Influence — Moderate Influence — Very Significant Influence

1 2 3 4 5 6 7

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
Check (✓) each factor used in your department	Using the above scale, rate each checked factor for the Assistant to Associate decision	For each rated factor, circle one choice to show an increase (↑), decrease (↓) or no change (0) in influence since 1973	FACTOR	Check (✓) the five factors you would prefer to be *most* influential
		↑ 0 ↓	1. Publication in scholarly journals and books	
		↑ 0 ↓	2. Student ratings of instructor performance	
		↑ 0 ↓	3. Contributions to departmental committees	
		↑ 0 ↓	4. Support of departmental policy and goals	
		↑ 0 ↓	5. Assessment of course syllabi and examinations by colleagues	
		↑ 0 ↓	6. Informal and impressionistic appraisal of teaching by colleagues	
		↑ 0 ↓	7. Formal and systematic appraisal of teaching by colleagues	
		↑ 0 ↓	8. Success in attracting grant support for research and scholarship	
		↑ 0 ↓	9. Supervision of theses	
		↑ 0 ↓	10. Personality traits and general attitude	
		↑ 0 ↓	11. Consultation record on and off campus	
		↑ 0 ↓	12. Record of service on college/university/OSSHE committees	
		↑ 0 ↓	13. Academic advising	
		↑ 0 ↓	14. Membership in professional organizations	
		↑ 0 ↓	15. Service (no fee) to local and/or state community	
		↑ 0 ↓	16. Supervision of field placements (practicum students, residents or fellows)	
		↑ 0 ↓	17. Elected offices in professional organizations	
		↑ 0 ↓	18. Public and/or professional presentations of research/artistic products	
		↑ 0 ↓	19. Informal (general, impressionistic) colleague appraisal of research and/or artistic work	
		↑ 0 ↓	20. Formal (product examination) colleague appraisal of research and/or artistic work	
		↑ 0 ↓	21. Obtaining advanced degree	
		↑ 0 ↓	22. Evaluation by department chairman	
		↑ 0 ↓	23. Informal (general, impressionistic) colleague appraisal of service work	
		↑ 0 ↓	24. Formal (product examination) colleague appraisal of service work	
		↑ 0 ↓	25. Evidence of student learning in courses	
		↑ 0 ↓	26. Election to Faculty Senate	
		↑ 0 ↓	27. Effort to remain current in discipline	
		↑ 0 ↓	28. Credit hour production	
		↑ 0 ↓	29. Student demand for course	
		↑ 0 ↓	30. Time in academic rank	
		↑ 0 ↓	31. Evaluation by school/department committee	
		↑ 0 ↓	32. Availability to students	
		↑ 0 ↓	33. Innovative effort in teaching	
		↑ 0 ↓	34. Formal and systematic appraisal of the candidate by peers outside of institution	
		↑ 0 ↓		

Part B

Please circle your choice for each item.

1. Since 1973 what changes, if any, have you seen in the use of promotion tenure evidence collected *from students* regarding the adequacy of instruction?

A decrease in use	No change from low usage in past	No change from high usage in past	Increase in use	DK

2. Since 1973 what changes, if any, have you seen in the importance of systematic evidence used to verify the adequacy of a promotion/tenure candidate's:

(a) Instruction?

A decrease in importance	Low importance in past and no change	High importance in past and no change	Increased importance	DK

(b) Research or Scholarly Development?

A decrease in importance	Low importance in past and no change	High importance in past and no change	Increased importance	DK

3. Senate Bill 413, passed in the last Oregon Legislature, completely revised the rules governing confidentiality of faculty personnel files. One of the major consequences was to prohibit anonymous judgments (except certain kinds from students) regarding any faculty member being considered for a promotion.

(a) In your opinion, how has SB 413 influenced the promotion process insofar as the quality and thoroughness of the promotion review process?

Improved since SB 413	No visible change	Worse since SB 413	Don't know or not applicable

(b) In your opinion do you think SB 413 has reduced the probability of negative votes in promotion tenure proceedings?

Yes	No	DK

Appendix E

Mean FPQ Factor Values for College and University Faculty by Academic Rank

Appendix E

Table 17

Mean FPQ Factor Values for College Faculty Respondents by Academic Rank

	Factor Label	Overall Factor Mean (N=146)	Overall Standard Deviation	Academic Rank: Assistant Profs. (N=38)	Associate Profs. (N=44)	Full Profs. (N=44)	Chairmen (N=20)
1	Publications	2.6	1.88	2.4	2.5	2.7	3.1
2	Student Ratings	4.0	2.14	3.7	4.2	3.9	4.5
3	Service on Departmental Committees	3.2	1.87	3.0	3.2	3.5	3.3
4	Support of Department Policy and Goals	2.7	2.32	2.6	2.3	2.9	3.0
5	Colleague Assessments of Syllabi	.6	1.38	.5	.5	.4	1.3
6	Informal Colleague Appraisals/Teaching	3.5	2.17	3.2	3.0	3.7	4.8
7	Formal Colleague Appraisals/Teaching	.4	1.25	.2	.3	.6	.4
8	Grant Support for Research	1.8	2.24	1.4	2.0	1.9	1.7
9	Supervision of Theses	.2	.66	.2	0.0	.3	.4
10	Personality Traits and Attitudes	4.1	2.14	4.0	4.1	4.2	4.0
11	Consultation Record on/off Campus	1.3	1.87	1.3	1.5	1.0	1.6
12	Service on Institution/System Committees	2.8	1.95	2.4	3.0	2.7	3.6
13	Academic Advising	2.2	2.05	2.1	2.0	2.0	3.3
14	Membership in Professional Organizations	2.0	1.92	1.9	2.1	2.0	2.0
15	Service (no fee) to Community	2.1	1.88	2.1	1.5	2.2	3.1
16	Supervision of Field Placements	1.1	1.78	.8	1.1	.9	2.0
17	Elected Offices in Organizations	2.3	2.01	2.1	2.5	2.5	2.0
18	Public Presentations of Products	2.5	2.18	2.2	2.8	2.3	3.0
19	Informal Colleague Appraisals/Research	1.8	2.12	1.5	1.8	1.6	2.5
20	Formal Colleague Appraisals/Research	.2	.96	.2	.1	.1	1.0
21	Obtaining Advance Degree	5.2	2.31	5.4	5.1	5.2	5.4
22	Evaluation by Department Chairman	5.0	2.41	5.1	5.0	4.8	5.1
23	Informal Colleague Appraisals/Service	1.9	2.13	2.1	1.7	1.4	2.7
24	Formal Colleague Appraisals/Service	.2	.80	.3	.1	.2	.3
25	Evidence of Student Learning in Courses	1.4	2.21	1.1	1.4	1.3	2.4
26	Election to Faculty Senate	1.0	1.59	.6	1.1	1.1	.9
27	Effort to Remain Current in Discipline	2.4	2.45	2.1	2.0	2.5	4.0
28	Credit Hour Production	1.4	2.16	1.5	1.5	1.4	1.2
29	Student Demand for Course	1.2	1.88	1.0	1.0	1.5	1.1
30	Time in Academic Rank	4.8	2.30	4.1	4.9	5.0	5.2
31	Evaluation by School/Department Committee	3.2	2.86	3.2	3.0	3.2	3.9
32	Availability to Students	2.4	2.26	2.1	2.2	2.6	3.1
33	Innovative Effort in Teaching	2.8	2.32	2.1	2.4	2.8	4.7
34	Formal Peer Appraisals (from off campus)	.2	.99	.3	0.0	.2	.6

Table 18

Mean FPQ Factor Values for University Faculty
Respondents by Academic Rank

	Factor Label	Overall Factor Mean (N=339)	Overall Standard Deviation	Academic Rank: Assistant Profs. (N=62)	Associate Profs. (N=88)	Full Profs. (N=141)	Chairmen (N=48)
1	Publications	5.5	2.05	5.8	5.5	5.5	5.0
2	Student Ratings	3.9	2.00	3.5	3.9	3.9	4.8
3	Service on Departmental Committees	2.6	1.75	2.5	2.5	2.7	2.9
4	Support of Department Policy and Goals	1.4	2.02	1.2	1.4	1.6	1.4
5	Colleague Assessments of Syllabi	.5	1.11	.4	.4	.5	.6
6	Informal Colleague Appraisals/Teaching	2.7	2.01	2.6	3.0	2.6	2.6
7	Formal Colleague Appraisals/Teaching	1.1	1.97	.8	1.1	1.0	1.7
8	Grant Support for Research	3.1	2.61	3.2	3.4	3.2	2.6
9	Supervision of Theses	1.8	2.01	1.3	1.7	2.1	1.9
10	Personality Traits and Attitudes	2.3	2.28	2.5	2.6	2.1	2.0
11	Consultation Record on/off Campus	1.1	1.76	1.1	1.0	1.1	1.4
12	Service on Institution/System Committees	2.4	1.81	2.0	2.4	2.3	2.8
13	Academic Advising	1.8	1.95	1.4	1.5	1.8	2.8
14	Membership in Professional Organizations	1.3	1.75	1.1	1.1	1.5	1.6
15	Service (no fee) to Community	1.9	1.88	1.6	1.7	2.0	2.4
16	Supervision of Field Placements	.6	1.39	.4	.5	.7	.9
17	Elected Offices in Organizations	1.9	1.95	1.5	1.8	2.0	2.3
18	Public Presentations of Products	3.3	2.23	3.3	3.1	3.4	3.7
19	Informal Colleague Appraisals/Research	2.4	2.32	2.8	2.7	2.3	1.9
20	Formal Colleague Appraisals/Research	2.4	2.71	1.9	2.4	2.5	3.0
21	Obtaining Advance Degree	2.9	3.09	3.4	2.7	2.8	3.2
22	Evaluation by Department Chairman	4.4	2.38	4.2	4.7	4.2	4.4
23	Informal Colleague Appraisals/Service	1.3	1.91	1.5	1.2	1.5	.9
24	Formal Colleague Appraisals/Service	.6	1.49	.5	.5	.6	.9
25	Evidence of Student Learning in Courses	.9	1.81	.8	.9	1.0	1.0
26	Election to Faculty Senate	.6	1.29	.4	.7	.7	.6
27	Effort to Remain Current in Discipline	2.5	2.45	2.0	2.4	2.4	3.5
28	Credit Hour Production	.9	1.78	.9	1.2	.9	.8
29	Student Demand for Course	1.3	1.94	1.0	1.3	1.4	1.2
30	Time in Academic Rank	3.4	2.36	3.1	3.5	3.7	2.7
31	Evaluation by School/Department Committee	4.1	2.78	3.6	3.9	4.4	4.4
32	Availability to Students	1.5	2.00	1.1	1.1	1.6	2.0
	...novative Effort in Teaching	2.4	2.17	1.8	2.1	2.6	2.7
	...mal Peer Appraisals (from off campus)	2.6	2.83	2.5	2.4	2.9	2.8

Appendix F

Certainty Scores for College and University Faculty

Table 19

Certainty Scores for College Faculty
by Discipline: All Ranks Combined

The certainty scores listed below may be used to gain some sense of how consensus can vary by setting for each factor. Certainty scores range between 0 and 50. A low "certainty score" (near zero) indicates that factor's use is clouded by uncertainty; conversely, a high score (above 35 or 40) indicates consensus among respondents regarding the factor's use or non-use.

Factor Label	Disciplines			
	Arts & Humanities	Physical Sciences	Social Sciences	Professional Schools
1 Publications	29	34	36	24
2 Student Ratings	34	36	46	41
3 Service on Departmental Committees	50	31	32	33
4 Support of Department Policy and Goals	24	6	5	24
5 Colleague Assessments of Syllabi	13	43	36	28
6 Informal Colleague Appraisals/Teaching	29	24	41	32
7 Formal Colleague Appraisals/Teaching	29	41	36	43
8 Grant Support for Research	24	27	27	4
9 Supervision of Theses	45	45	41	37
10 Personality Traits and Attitudes	40	27	32	44
11 Consultation Record on/off Campus	24	20	14	4
12 Service on Institution/System Committees	29	29	23	30
13 Academic Advising	8	13	18	24
14 Membership in Professional Organizations	13	29	9	19
15 Service (no fee) to Community	3	15	23	22
16 Supervision of Field Placements	24	24	14	2
17 Elected Offices in Organizations	24	20	5	20
18 Public Presentations of Products	13	34	14	7
19 Informal Colleague Appraisals/Research	8	4	18	6
20 Formal Colleague Appraisals/Research	24	48	41	48
21 Obtaining Advance Degree	29	43	23	41
22 Evaluation by Department Chairman	29	41	27	43
23 Informal Colleague Appraisals/Service	13	1	9	7
24 Formal Colleague Appraisals/Service	29	45	50	46
25 Evidence of Student Learning in Courses	13	29	32	2
26 Election to Faculty Senate	13	13	36	7
27 Effort to Remain Current in Discipline	8	20	0	13
28 Credit Hour Production	8	34	18	4
29 Student Demand for Course	3	29	9	13
30 Time in Academic Rank	18	41	32	44
31 Evaluation by School/Department Committee	29	15	0	4
32 Availability to Students	13	13	5	26
33 Innovative Effort in Teaching	8	27	27	9
34 Formal Peer Appraisals (from off campus)	45	48	36	46

Table 20

Certainty Scores for University Faculty
by Discipline: All Ranks Combined

The certainty scores listed below may be used to gain some sense of how consensus can vary by setting for each factor. Certainty scores range between 0 and 50. A low "certainty score" (near zero) indicates that factor's use is clouded by uncertainty; conversely, a high score (above 35 or 40) indicates consensus among respondents regarding the factor's use or non-use.

Factor Label	Disciplines			
	Arts & Humanities	Physical Sciences	Social Sciences	Professional Schools
1 Publications	45	48	50	46
2 Student Ratings	50	37	46	43
3 Service on Departmental Committees	41	37	41	39
4 Support of Department Policy and Goals	7	12	11	14
5 Colleague Assessments of Syllabi	32	34	36	25
6 Informal Colleague Appraisals/Teaching	32	41	21	19
7 Formal Colleague Appraisals/Teaching	20	14	23	24
8 Grant Support for Research	8	40	23	2
9 Supervision of Theses	1	17	11	6
10 Personality Traits and Attitudes	12	20	9	0
11 Consultation Record on/off Campus	21	22	17	4
12 Service on Institution/System Committees	26	23	34	28
13 Academic Advising	12	5	20	7
14 Membership in Professional Organizations	4	15	6	11
15 Service (no fee) to Community	11	7	33	37
16 Supervision of Field Placements	36	44	29	17
17 Elected Offices in Organizations	11	2	9	26
18 Public Presentations of Products	32	22	39	33
19 Informal Colleague Appraisals/Research	17	19	29	4
20 Formal Colleague Appraisals/Research	8	8	0	22
21 Obtaining Advance Degree	5	22	0	22
22 Evaluation by Department Chairman	36	33	37	33
23 Informal Colleague Appraisals/Service	5	11	4	11
24 Formal Colleague Appraisals/Service	25	37	24	32
25 Evidence of Student Learning in Courses	18	31	30	26
26 Election to Faculty Senate	22	38	17	33
27 Effort to Remain Current in Discipline	7	15	7	7
28 Credit Hour Production	16	33	17	33
29 Student Demand for Course	5	21	0	24
30 Time in Academic Rank	29	31	31	26
31 Evaluation by School Department Committee	21	21	33	22
32 Availability to Students	1	17	6	4
33 Innovative Effort in Teaching	24	6	7	17
34 Formal Peer Appraisals (from off campus)	12	19	3	19

Appendix G

Mean FPQ Factor Values for College and University Faculty by Academic Discipline

Appendix G

Table 21

Mean FPQ Factor Values for College
Academic Disciplines - 7 point scale

	Factor Label	Overall Factor Mean (N=138)	Overall Standard Deviation	Disciplines			
				Arts/ Humanities (N=19)	Physical Sciences (N=43)	Social Sciences (N=22)	Prof. Schools (N=54)
1	Publications	2.6	1.88	3.2	2.9	2.8	2.2
2	Student Ratings	4.0	2.15	4.3	3.8	4.8	3.8
3	Service on Departmental Committees	3.2	1.88	3.9	3.1	2.8	3.3
4	Support of Department Policy and Goals	2.7	2.33	2.9	2.0	2.0	3.4
5	Colleague Assessments of Syllabi	.6	1.40	1.2	.1	.6	.8
6	Informal Colleague Appraisals/Teaching	3.5	2.17	3.2	3.4	4.1	3.6
7	Formal Colleague Appraisals/Teaching	.4	1.24	.7	.2	.5	.3
8	Grant Support for Research	1.8	2.26	.9	2.6	1.0	2.0
9	Supervision of Theses	.2	.68	.1	.1	.1	.4
10	Personality Traits and Attitudes	4.1	2.14	3.8	3.2	4.0	5.0
11	Consultation Record on/off Campus	1.3	1.84	.6	.8	1.3	1.9
12	Service on Institution/System Committees	2.8	1.92	3.0	2.9	2.5	2.9
13	Academic Advising	2.2	2.06	1.2	1.7	2.6	2.9
14	Membership in Professional Organizations	2.0	1.93	2.1	2.3	.9	2.3
15	Service (no fee) to Community	2.1	1.89	1.7	1.9	2.2	2.4
16	Supervision of Field Placements	1.1	1.79	.6	.6	1.2	1.7
17	Elected Offices in Organizations	2.3	2.02	2.6	2.6	1.3	2.4
18	Public Presentations of Products	2.5	2.18	2.8	3.1	2.0	2.2
19	Informal Colleague Appraisals/Research	1.8	2.15	2.4	1.6	1.0	2.1
20	Formal Colleague Appraisals/Research	.2	.99	.9	.1	.3	.2
21	Obtaining Advance Degree	5.2	2.32	4.6	5.4	4.4	5.7
22	Evaluation by Department Chairman	5.0	2.42	4.6	5.3	3.7	5.4
23	Informal Colleague Appraisals/Service	1.9	2.13	1.2	1.7	1.6	2.3
24	Formal Colleague Appraisals/Service	.2	.81	.6	.1	0.0	.1
25	Evidence of Student Learning in Courses	1.4	2.22	1.6	.9	.7	2.1
26	Election to Faculty Senate	1.0	1.61	.9	1.1	.4	1.2
27	Effort to Remain Current in Discipline	2.4	2.45	1.8	2.7	2.0	2.8
28	Credit Hour Production	1.4	2.19	1.3	.3	1.4	2.3
29	Student Demand for Course	1.2	1.90	1.7	.6	1.7	1.3
30	Time in Academic Rank	4.8	2.28	3.3	4.8	4.9	5.3
31	Evaluation by School/Department Committee	3.2	2.85	4.4	3.3	2.8	3.0
32	Availability to Students	2.4	2.26	1.1	2.4	2.4	3.1
33	Innovative Effort in Teaching	2.8	2.33	2.2	3.2	3.2	2.6
34	Formal Peer Appraisals (from off campus)	.2	1.02	.2	.1	.7	.2

Table 22

Mean FPQ Factor Values for University
Academic Disciplines - 7 point scale

	Factor Label	Overall Factor Mean (N=289)	Overall Standard Deviation	Disciplines: Arts/ Humanities (N=76)	Physical Sciences (N=89)	Social Sciences (N=70)	Prof. Schools (N=54)
1	Publications	5.5	2.03	5.2	6.3	5.7	4.5
2	Student Ratings	3.8	2.01	4.5	3.1	3.8	3.9
3	Service on Departmental Committees	2.6	1.77	3.1	2.1	2.5	2.7
4	Support of Department Policy and Goals	1.2	1.89	1.3	1.2	1.3	1.1
5	Colleague Assessments of Syllabi	.4	1.00	.4	.4	.4	.5
6	Informal Colleague Appraisals/Teaching	2.7	1.98	2.8	3.1	2.6	2.1
7	Formal Colleague Appraisals/Teaching	1.1	1.99	1.1	1.3	1.1	.9
8	Grant Support for Research	3.1	2.58	2.5	4.4	2.3	2.1
9	Supervision of Theses	1.8	1.99	1.7	2.4	1.4	1.3
10	Personality Traits and Attitudes	2.2	2.26	2.2	2.4	2.3	1.9
11	Consultation Record on/off Campus	1.0	1.74	.9	.8	.8	1.9
12	Service on Institution/System Committees	2.3	1.83	2.7	1.8	2.5	2.3
13	Academic Advising	1.7	1.93	2.0	1.2	1.9	1.8
14	Membership in Professional Organizations	1.2	1.70	1.3	.7	1.1	1.9
15	Service (no fee) to Community	1.9	1.90	1.8	1.0	2.2	2.9
16	Supervision of Field Placements	.5	1.30	.4	.9	.6	1.1
17	Elected Offices in Organizations	1.7	1.85	1.7	1.2	1.6	2.7
18	Public Presentations of Products	3.3	2.27	3.6	2.8	3.2	3.7
19	Informal Colleague Appraisals/Research	2.6	2.32	2.6	2.8	2.7	1.9
20	Formal Colleague Appraisals/Research	2.5	2.75	3.1	3.0	2.4	1.1
21	Obtaining Advance Degree	2.6	3.04	3.1	1.5	2.9	3.4
22	Evaluation by Department Chairman	4.1	2.41	4.3	4.2	3.9	4.1
23	Informal Colleague Appraisals/Service	1.4	1.90	1.6	1.1	1.5	1.3
24	Formal Colleague Appraisals/Service	.6	1.46	.9	.3	.7	.6
25	Evidence of Student Learning in Courses	.9	1.77	1.2	.7	.6	.9
26	Election to Faculty Senate	.6	1.27	.7	.3	.8	.5
27	Effort to Remain Current in Discipline	2.4	2.43	2.2	2.9	2.1	2.3
28	Credit Hour Production	.8	1.69	1.3	.4	1.1	.4
29	Student Demand for Course	1.2	1.91	1.7	.7	.7	.9
30	Time in Academic Rank	3.4	2.34	3.6	3.4	3.6	2.8
31	Evaluation by School/Department Committee	4.0	2.84	3.8	4.0	4.7	3.6
32	Availability to Students	1.4	1.98	1.9	.9	1.5	1.5
33	Innovative Effort in Teaching	2.3	2.15	2.6	1.9	2.0	2.6
34	Formal Peer Appraisals (from off campus)	2.8	2.86	3.2	3.6	2.3	1.3